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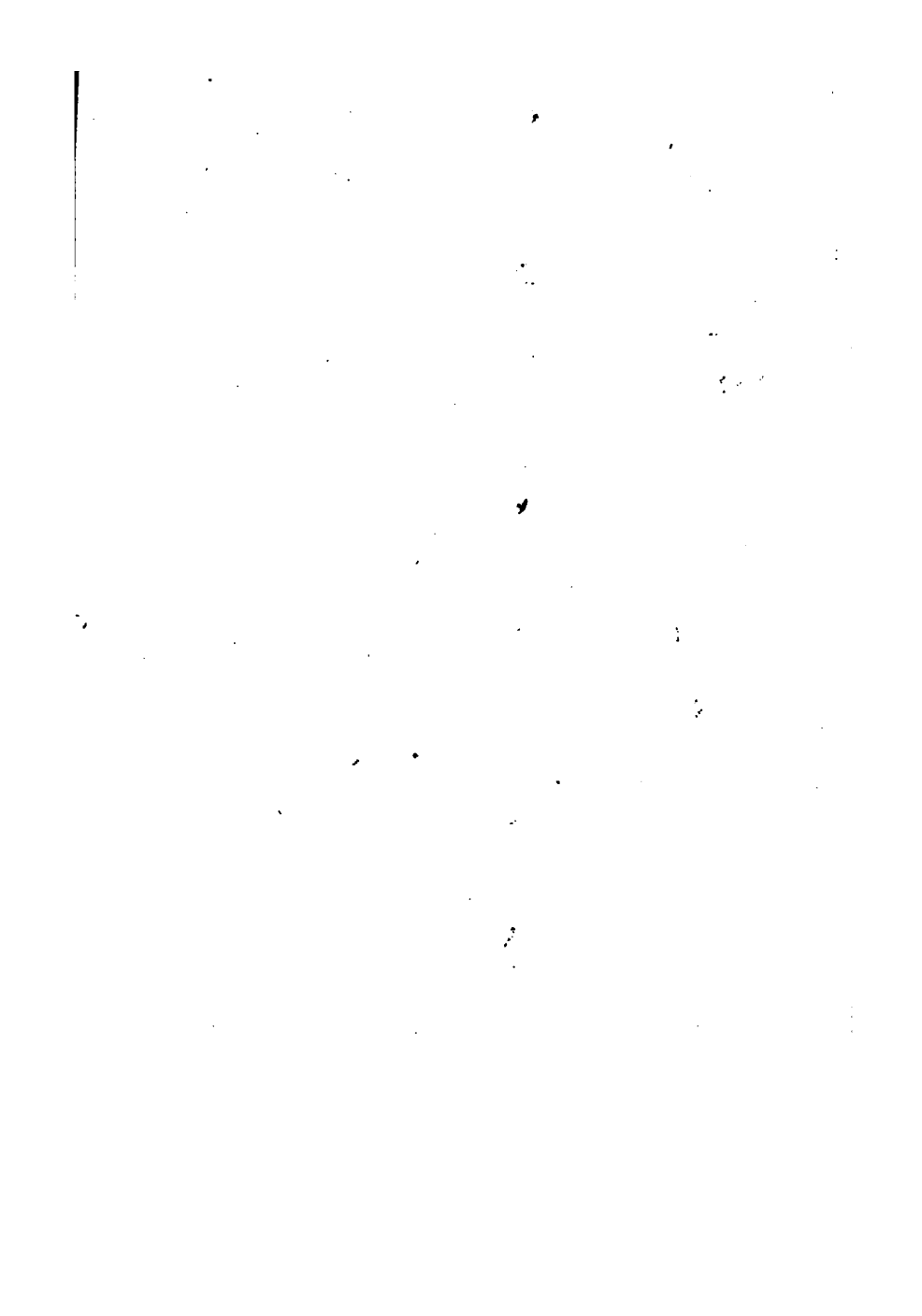




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ENGLISH GRAMMAR

SIMPLIFIED.

WITH NUMEROUS EXERCISES.

BY

HENRY DUNN SMITH, A.M.

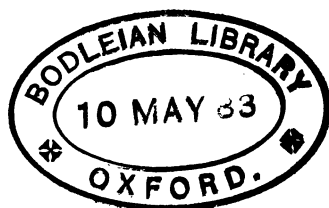
"Speech is morning to the mind."
DRYDEN.

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PREFACE.

THIS little work is submitted to the Profession, and to the Public generally, as an attempt to set forth the main facts and principles of Grammar by a process of induction. Instead of laying down a set of hard and fast lines to be learned by rote, the opposite course has been adopted. From the observation of certain well-known usages of language, which are easily discernible by means of examples taken from ordinary discourse, the Pupil is in each instance gradually led up to the general principle or rule evolved. Thus, explanation or definition, illustrated where necessary by numerous examples, precedes what may be termed the *nomenclature* of Grammar; that is, not till the learner has got firm hold of some fact or principle, is he asked to note the name, term, or formula by which it is thenceforth to be distinguished. By this plan, which is at once natural and simple, it is believed that much of the diversity that at present prevails in grammatical teaching may be avoided; while experience has shown that excellent results are obtainable thereby at a great saving of labour both to the teacher and the learner.

Copious exercises at every stage necessarily form a prominent feature of this treatise. They have been constructed with much care, due regard being had to the progressive character of the work, as well as to the strictly inductive principles on which it proceeds—each lesson, moreover, having, before its final adoption, been subjected to the test of practical use in the classroom. The experienced teacher will at once see the value of these exercises, both as aids to instruction and as tests of progress.

Numerous though these exercises are, and chiefly intended to be done in writing, it is not intended that they should altogether supersede oral practice in the class. For example, Exercise III., page 9, will naturally be supplemented by the judicious instructor with such as the following :—(1.) Tell (or

write down) six names of *trees*—six names of *birds*—six names of *trades*—six names of *games*—the names of six *things that you like*—six *things you don't like*, &c. ; (2.) Tell six things you have seen people *doing*—six things you like *to do*—six things you don't like *to do*, &c. Exercise VI., page 11, may be similarly supplemented by asking the class to name things and put a word of *KIND* before each.

As a means of intellectual training, it is scarcely necessary to remark on the great superiority of the word-by-word mode of Parsing over the Composite mode. Yet it is not so very long since that simpler and more philosophic method became generally known—having been first introduced in the northern counties of Scotland by that indefatigable educationist, the Rev. James Largue, A.M., of the Fordyce Academy, to whose professional labours directly and indirectly several generations throughout a wide district of the kingdom owe so much.

The mode of dealing with Syntax adopted in this work will, it is believed, recommend itself from its naturalness and spontaneity.

The Analysis of Sentences has been given comprehensively enough, it is hoped, for all ordinary purposes ; more minute detail, with relative exercises in imitative and original composition, being reserved for a companion treatise, entitled, "English Composition Simplified." With the same view also, constructive exercises have been introduced but sparingly throughout the present work. Of course, the teacher does not require to be told that lessons in Analysis should be freely introduced at suitable stages of the pupils' progress with Part III.

Those who noted the interesting series of experiments conducted some years ago by the late Dr. Woodford, in working out his principles of "Natural Grammar," will observe that in the following pages advantage has been largely taken of the system thus developed and applied. The author also has to acknowledge the valuable assistance he has received from the Publisher of the work (Mr. Thomas Nelson), as well as from a number of friends and former pupils.

Suggestions from practical educationists are respectfully invited.

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ENGLISH GRAMMAR SIMPLIFIED.

INTRODUCTORY.

1. In speaking, or in writing, we make use of **words** to tell what we mean.

2. The correct forms of words, as used in speaking and in writing, are shown by means of a branch of study called **Grammar** (from the Greek word, *gramma*, meaning "that which is written").

3. The use of **ENGLISH GRAMMAR** is to teach us what is, and what is not, good English.

WORDS AND LETTERS.

4. In writing down or printing words we use certain marks or signs. These marks or signs are called **Letters**, or, the **Letters of the Alphabet**.

5. The English Alphabet consists of twenty-six letters:—a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. The larger sort, or, as they are called, the Capital Letters, are:—A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.

6. Only six of the letters can be sounded alone—namely, *a, e, i, o, u, y*; these, accordingly, are called **Vowels**—that is, *voice*-letters. The remaining twenty letters can be sounded only in connection with a vowel; hence they are termed **Consonants** (Latin, *con, sono*, "I sound together with").

7. The letter *y*, when it begins a word or syllable (see § 9), as in the words *youth, beyond*, is regarded, not as a vowel, but as a consonant.

The letter *w* cannot be sounded alone, and therefore is not properly a vowel; yet sometimes after a vowel it has the force of one, as in *cow*, *cwe*, *draw*. (See § 8.)

8. When two vowels are joined together in one sound—as *oi* in *voice*, *oo* in *book*, *ow* in *cow*—the two vowels so taken together are called a **Diphthong**—that is, *double-sound*.

EXERCISE I.

(1.) Tell the **vowels** and the **consonants** in the following:—

1. An easy lesson. 2. Every child can understand. 3. We ought to learn something new each day. 4. Time past never returns. 5. A penny saved is a penny gained. 6. John and his sister were at home yesterday. 7. Each hour foolishly employed we pronounce, not vain only, but fraught with sorrow. 8. Nay, how much grief may flow from the act of one brief moment. 9. Who said that Geography is a study unsuited to yeomen? 10. Point out the loftiest mountains in Europe. 11. See where they raise their snow-capt peaks heavenwards. 12. You must give unquestioning obedience to the laws of Nature.

(2.) Tell the **diphthongs** in the above.

9. Each distinct sound in a word is called a **Syllable**: thus, the word *mankind* contains two distinct sounds or syllables—namely, *man* and *kind*; while the word *commander* contains three syllables—*com-man-der*.

10. A word of one syllable is called a **Monosyllable**, as *fish*; a word of two syllables is called a **Dissyllable**, as *fish-er*; a word of three syllables is called a **Trisyllable**, as *fish-er-man*; a word of more than three syllables is called a **Polysyllable**, as *fish-er-wo-man*.

EXERCISE II.

Divide, where possible, the following words into **syllables**:* thus, the word *grammar* = *gram-mar*:—

1. Grammar, when rightly studied, generally promotes accuracy of thought, besides tending to the enlargement and quickening of our mental faculties. 2. Misconduct seldom escapes detection and punishment, though ever so carefully cloaked under various disguises. 3. Pretended innocence, however skilfully assumed, generally experiences discomfiture: real merit alone ensures lasting esteem

* In breaking a word at the end of a line, care must be taken *never to divide a syllable*. As a general rule, when two consonants come together in a word, they may be put into different syllables in dividing the word.

PART I.—CLASSIFICATION OF WORDS.

I.—THE NOUN. II.—THE VERB.

11. There are many thousands of words in the English language, yet the whole may be arranged under a very few heads, or kinds of words. For example:—

John reads.	Queen Victoria visited London.
Mother sings.	(The) merchant sells tea.
Cats catch mice.	(The) wind blows.
Fire burned (the) houses.	(The) doctor gave medicine.

If we examine each of the above, we shall find that there are just two different kinds of words used in the whole:—

(I.) The **FIRST** kind includes all such words as are used to tell **what is spoken of**—that is, all **names** of persons, places, or things; thus the words, *John, mother, cats, mice, fire, houses, queen, Victoria*, &c. These all belong to one and the same class of words. Again:

(II.) The **SECOND** kind includes all such words as are used to tell **what is done**; thus the words, *reads, sings, catch, burned, visited*, &c. These all mean **doing something**, and may therefore be classed together.

EXERCISE III.

Arrange the following in two separate classes or lists, thus:—

Name- Words.Words that mean doing something.

John
Mother
Baby

reads.
sings.
sleeps.

1. Baby sleeps. 2. Boys run. 3. Man works. 4. Trees fell. 5. (The) ship sailed. 6. (The) sun shines. 7. Showers (of) rain fell. 8. Farmers were-ploughing. 9. (The) corn grows. 10. Potatoes grow. 11. Water boils. 12. (The) ice melted. 13. King Solomon built. 14. Time flies. 15. Birds sang. 16. Write (the) lesson. 17. Run, dog. 18. (To) catch rats. 19. George dug trenches. 20. (To) hold water.

12. There are, as we shall afterwards see, several other kinds of words besides those included in the above two classes. But those are the two chief kinds.

13. For the sake of convenience, each different kind or class of words is

called in Grammar by a particular name, the terms used being generally descriptive of the purpose served by the several kinds.

14. (I.) Every NAME-WORD is called a **NOUN**. The term **Noun** comes from a Latin word meaning "*name*." Everything we can see or think of has a name: it is this *name*, not the thing itself, that is called a Noun.

(II.) Again, every word that tells WHAT IS DONE, or that means DOING SOMETHING, is called a **VERB**. This title comes from the Latin *verbum*, meaning "word," and is so applied because of the great importance of such words in a language.

EXERCISE IV.

- (1.) Pick out the first twenty **nouns** in reading-lesson.
- (2.) Pick out the first twenty **verbs** in reading-lesson.

SENTENCES.

15. A number of words put together so as to make sense is called a **Sentence**; as, "Time flies;" "Repeat your lesson;" "Are you ready?"

16. The two classes of words just described are the more important, because grammatically they are the leading words in every sentence; all the rest being more or less closely connected with them.

17. Every sentence has at least one **VERB** and one **NOUN** (or something equal to a noun). There can be no sentence without these two—the **VERB** to tell what is done, and the **NOUN** to name what is spoken of; thus:—

- (1.) "Your brother."
- (2.) "A large tree in the field."
- (3.) "Went away."
- (4.) "Why did go?"

Is any one of these a sentence? No; there is something wanting in each; as:—

- (1.) "Your brother [came]." (*Verb* wanting.)
- (2.) "A large tree [stands] in the field." (*Verb* wanting.)
- (3.) "[The man] went away." (*Noun* wanting.)
- (4.) "Why did [he] go?" (*Noun* wanting.)

18. The two members of a sentence are sometimes termed the **Subject** and the **Predicate**; the former corresponding to the **NOUN** part, the latter to the **VERB** part.

EXERCISE V.

Complete the following sentences, and tell what is wanting in each :—

1. Birds 2. Fish 3. George on a pony. 4. melts.
5. Doctor, ... my pulse. 6. A stone through. 7. the stone
out. 8. The ship 9. Letters by post. 10. gallop.
-

III.—THE ADJECTIVE.

19. Let us now take the sentence, "Boys run" (in which *boys* is the noun, and *run* the verb); and suppose we wished to tell the kind of boys that run, what should we say? It might be:—

- "*Little* boys run;" or,
"*Tall* boys run;" or,
"*Smart* boys run;" &c., &c.

Here, then, the words, *little*, *tall*, *smart*, are used to tell what kind of boys are spoken of. Observe also that these words are added to the noun *boys*.

In the same way, taking the sentence, "The man works," we might say:—

- "The *young* man works;" or,
"The *old* man works;" or,
"The *honest* man works;" &c., &c.

What kind of man is spoken of here? *Young—old—honest*. Observe, again, that by adding these words (*young*, *old*, *honest*) to the noun *man*, we show what kind of man we mean.

20. A great many words are used in this way. They form a third class of words, and can easily be known by their telling the **KIND**.

EXERCISE VI.

In the following sentences point out the words used to tell the **KIND** :—

1. Big boys ran. 2. The lame man fell. 3. Plant the young tree.
4. John lost the new book. 5. John is the oldest boy and the tallest boy.
6. The water in the old well is clear. 7. Stout reapers cut the ripe corn
with long, sharp scythes. 8. A rainy day, sir! 9. Changes great and
sudden came. 10. Happy youth! 11. Sail on, proud ship, o'er bright

blue sea and ocean wide. 12. Time is short; death is certain. 13. The dark cloud disappeared. 14. There was a little man, and he had a little gun. 15. A careless boy, with unwashed face and dirty hands! 16. The large fire makes the room warm. 17. The lesson is short but difficult. 18. The diligent scholars got the first prizes.

21. Every word added to a noun to tell the kind or quality, is called an **ADJECTIVE** (from a Latin word meaning "*added*" or "*joined to*").

In this class are also included all words of number, quantity, &c.; as, *one, two, three; first, second, third; all, some, many; much, plentiful, scarce.*

EXERCISE VII.

Pick out twelve **adjectives** in reading-lesson, and tell what noun each is joined to, thus:—

Bright daisies cheer the maiden on her way,
And hark! the lark pours forth his tuneful lay.

Bright tuneful	an Adjective, describing <i>daisies</i> . an Adjective, describing <i>lay</i> .
-------------------	--

IV.—THE PRONOUN.

22. If we were to say—"John met the cow, and John struck the cow with John's stick on one of the cow's horns"—that would be a clumsy way of speaking. But if we expressed it thus—"John met the cow, and *he* struck *her* with *his* stick on one of *her* horns"—we should tell the same story in much neater language. In this way, instead of repeating at every turn the names *John* and *cow*, we use certain little words in place of them; as, *he, her, his*.

These little words, and others so used in the place of a name, form a distinct class. They are not many, but they are used often.

EXERCISE VIII.

Tell the words that are used instead of a name:—

1. William asked Mary if he might see the prize she got, when her sister returned it. 2. The lady and her son arrived yesterday. 3. Nathan said to David, Thou art the man. 4. Scholars deserve praise, when they have been very diligent with their lessons. 5. The children saw the mouse as it ran across the floor. 6. James lost his new book; did he find it again? 7. Well may the prisoners say, Would that we had not done

this thing! 8. When Mary has finished her work, she will come with her brother. 9. Look at those soldiers: why do they not follow their leader? 10. The farmer, as soon as he reached his home, sent for the servant whom he suspected of the theft, and questioned her regarding it. 11. The servant at first said she knew nothing of it; but when put face to face with her fellow-servants, she confessed her guilt. 12. Helen's slate was found by her brothers on their way home. 13. The man is dead who fell off the rock. 14. A blind beggar and his dog found their way to the village. 15. The boys and girls said to the master, We are sorry that we did not tell you the truth.

16. This is the maiden all forlorn,
 That milked the cow with the crumpled horn,
 That tossed the dog,
 That worried the cat,
 That killed the rat,
 That ate the malt,
 That lay in the house that Jack built.

23. Every word so used to supply the place of a name is called a **PRONOUN**. This term means simply "*for-a-name*."

EXERCISE IX.

(1.) Pick out ten **pronouns** in reading-lesson, and tell what name each stands for; thus:—

Bright daisies cheer the maiden on her way,
 And hark! the lark pours forth his tuneful lay.

her	a Pronoun, for <i>maiden's</i> .
his	a Pronoun, for <i>lark's</i> .

- (2.) Tell the **verbs** in Exercise VI.
 (3.) Tell the **nouns** in Exercises VI. and VIII.
 (4.) In Exercise VIII. tell the name each pronoun stands for.

V.—THE ADVERB.

24. The Adjective, as we have seen, is used in connection with the Noun. Now, very much in the same way, we find another class of words joined to the Verb.

Thus, if we take the sentence, "The boys ran," we might say:—

- (1.) "The boys ran *slowly*;" or,
 (2.) "The boys ran *instantly*;" or,
 (3.) "The boys ran *outside*."

Here the words *slowly*, *instantly*, *outside*, are joined to the verb *ran* in the same way as an adjective is joined to a noun.

25. As to the purpose served by joining such words to the VERB : (1.) They may tell **how** a thing is done, as *slowly*; (2.) They may tell **when** a thing is done, as *instantly*; and (3.) They may tell **where** a thing is done, as *outside*.

Words so used to tell **how**, **when**, or **where** a thing is done, form a fifth class of words.

EXERCISE X.

Point out the words that tell *how*, *when*, or *where*, and join each to its own verb :—

1. Boys run quickly. 2. The man works steadily. 3. The tree fell just now. 4. Farmers till the ground early, and sow seed plentifully. 5. How fast and how beautifully the crops are growing. 6. The sun still shines brightly. 7. Showers of rain sometimes fell abundantly. 8. The dark cloud straightway disappeared. 9. The large fire soon heated the room nicely. 10. Those poor boys are thinly clad. 11. Let us place them here. 12. Carry out these ashes and bring in more coals now.

13. O'er rough and smooth she trips along,
And never looks behind.

26. Every word used to tell **HOW**, **WHEN**, or **WHERE** a thing is done, is called an **ADVERB**. This name means simply "*to-a-verb*."

N.B.—Though such words are for the most part joined to VERBS, yet they are often joined also to ADJECTIVES and to other words of the same kind as themselves; as, "*Very* few boys came;" "These boys came *quite* willingly." In these examples *very* and *quite* are adverbs, just as if they were joined to a verb instead of to an adjective or another adverb.

EXERCISE XI.

(1.) Pick out from reading-lesson ten **adverbs**, and tell what word each is joined to; thus :—

Bright daisies cheer the maiden on her way,
And hark ! the lark pours forth his tuneful lay.

forth	an Adverb, joined to <i>pours</i> .
-------	-------------------------------------

(2.) Put in a corresponding **Adverb** for each **Adjective**; thus :—

1. He is a <i>slow</i> runner.	He runs <i>slowly</i> .
2. The child's sleep was <i>soft</i> .	The child slept <i>softly</i> .
1. He is a <i>swift</i> writer.	He writes
2. Her singing was <i>sweet</i> .	She sang
3. Their failure was <i>complete</i> .	They failed
4. Jack is a <i>fast</i> swimmer.	Jack can swim
5. Your labours were <i>successful</i> .	You laboured
6. Tom had a <i>heavy</i> fall.	Tom fell
7. His sufferings must have been <i>severe</i> and <i>long</i> .	He must have suffered and
8. My suspicions were <i>correct</i> .	I suspected
9. We took a <i>sly</i> peep.	We peeped
10. I gave him a <i>steady</i> look.	I looked at him.
11. The <i>whole</i> blame was his.	He was to blame.
12. He showed <i>true</i> sorrow.	He was sorry.

VI.—THE PREPOSITION.

27. Let us now examine the following sentence: "The book on the table belongs to the boy at the top of the class." Here we have certain things related together; namely:—

- (1.) book *on* the table.
- (2.) belongs *to* the boy.
- (3.) boy *at* the top.
- (4.) top *of* the class.

Thus, by means of the little words *on*, *to*, *at*, *of*, placed between certain other words, we show the relation which the things bear to one another.

28. Words so used to point out the relation in meaning between other words, form a class by themselves.

EXERCISE XII.

Tell the RELATING-WORDS in the following, and what words each of them joins:—

1. The door of the schoolroom was opened by me. 2. The boy with the curly hair fell on his face. 3. James hid behind the bushes in the garden. 4. He stood before the window. 5. This girl comes from the cottage beside the wood. 6. The blind man on his way home fell into the river, but was saved by the shepherd who lives in the house at the bend of the river. 7. No child under nine years of age can be put to work in the factory. 8. The chief complaint against him was his want of energy.

9. The clouds are drifting across the sky towards the eastern horizon.
 10. A letter from his brother was received during the night. 11. Who threw this stone over the wall? 12. He can now walk without help.
 13. We all passed except one. 14. The ball went through the window, and rolled along the floor.

29. From its coming always *before* a noun or pronoun, every such relating word is termed a **PREPOSITION** (Latin, *pre, positus*, "placed before").

EXERCISE XIII.

Pick out ten **prepositions** in reading-lesson, and tell the things related together by each; thus:—

Bright daisies cheer the maiden on her way,
 And hark! the lark pours forth his tuneful lay.

on	a Preposition, relating <i>maiden</i> and <i>way</i> .
----	--

VII.—THE CONJUNCTION.

30. Let us take two statements such as the following:—

- (1.) "The boys read."
- (2.) "The girls write."

These two statements might be joined together in one sentence, thus:—

"The boys read *and* the girls write."

Now, what word serves as the connecting link between the two? It is the word *and*. So in the following we have two connecting words of the same sort:—

"I called, *but* found *that* you had left."

Here the connecting words are—(1) *but*, joining the two verbs *called* and *found*; (2) *that*, joining *found* and *had-left*.

31. These joining words are somewhat like those already described under the name of **prepositions**. But there is this important difference between the two kinds, that those called **prepositions** are used chiefly to connect the names of things where there is a certain dependence of the one thing upon the other; while the kind now spoken of are used chiefly to connect together statements of fact—that is, they are used to join **VERBS**.

EXERCISE XIV.

Point out the JOINING-WORDS in the following, and tell the words or statements joined by each :—

1. He pushed me, and I fell. 2. Come or stay, as you please. 3. Because they had no root they withered away. 4. It is evident that the man did not go, though you paid him. 5. Unless ye repent, ye shall all likewise perish. 6. I have no objection to your going, since you wish it. 7. You may remain for a little, if you like. 8. I am certain that they have arrived, for I saw them pass. 9. We must take care lest our labour go for nothing. 10. He neither saw nor heard anything amiss. 11: I thank thee for thy kindness, for it was great and friend-like. 12. They had full warning, therefore they are without excuse. 13. He is willing to go, provided you pay him. 14. It is evident that, whereas you expected to find in him a foe, you have received from him nothing but kindness.

32. Every such joining-word is termed a **CONJUNCTION** (Latin, *con, junctio*, "a joining together").

33. Several words belonging to this and the preceding class were originally verbs, &c., as *save, except, during, provided*. (See § 160.)

EXERCISE XV.

Pick out ten **conjunctions** in reading-lesson, and tell what each joins, thus :—

Bright daisies cheer the maiden on her way,
And hark! the lark pours forth his tuneful lay.

And	a Conjunction, joining <i>cheer</i> and <i>pours</i> .
-----	--

VIII.—THE INTERJECTION.

34. The only kind of words not included in the foregoing seven classes consists of such as are used to express a sudden burst of joy or sorrow, &c., as in the following :—

"*Lo!* he lays his glory by."

"I was happy then, *oh!* so happy."

"He came, but, *alas!* how changed he looked."

Here the words *lo!* *oh!* *alas!* are thrown in among the other words to express in passing the feeling of joy or sorrow.

EXERCISE XVI.

Point out the words thrown in to express sudden emotion :—

1. Ah ! little did we think such would be the consequence. 2. But, oh ! how glad I was to get home again. 3. Boat, ahoy ! 4. I warned him often, but, alas ! he heeded not. 5. Hurrah ! we're off at last. 6. We heard the pilot shout, Land, ho ! and, lo ! the next moment we reached the shore.

35. Every word so thrown in among others is termed an **INTERJECTION** (Latin, *inter, jectus*, "thrown between").

EXERCISE XVII.

(1.) Pick out six **interjections** in reading-book ; thus :—

Bright daisies cheer the maiden on her way,
And hark ! the lark pours forth his tuneful lay.

hark	an Interjection.
------	------------------

(2.) Find ten instances of verbs connected by a **conjunction**.

SUMMARY.

36. We have now gone over all the different kinds or classes of words in the language. There are, as we have seen, just eight classes in all :—

- I. NAME-WORDS (**NOUNS**) ; as—*John, mother, house, &c.*
- II. Words of KIND or QUALITY (**ADJECTIVES**) ; as—*good, large, old, &c.*
- III. Words used INSTEAD OF NAMES (**PRONOUNS**) ; as—*he, it, they, who, &c.*
- IV. Words that tell WHAT IS DONE (**VERBS**) ; as—*read, run, make, build, &c.*
- V. Words that tell HOW, WHEN, or WHERE something is done (**ADVERBS**) ; as—*slowly, now, here, up, down, &c.*
- VI. Words JOINING things, and showing their relation to one another (**PREPOSITIONS**) ; as—*in, of, by, with, from, &c.*
- VII. Words JOINING STATEMENTS (**CONJUNCTIONS**) ; as—*and, because, but, if, &c.*

VIII. Words THROWN IN AMONGST other words by way of exclamation (INTERJECTIONS); as—*ah! alas! oh! hurrah! &c.*

37. As these eight classes comprehend all the words in the language, they are usually termed the PARTS OF SPEECH.

38. A good many words have come to be used sometimes as one part of speech, sometimes as another; thus:—"You *sail* in *that* small boat with a *sail* *that* might *fit* a big ship! I tell you *that* such conduct is *fit* only for a madman."

(I.) Here the word *sail*, as first used, is a verb; but in the second instance it is a noun.

(II.) The word *that* is here used in three different ways—first, as an adjective, pointing out *boat*; secondly, as a pronoun (instead of the name *sail*); and thirdly, as a conjunction, connecting the verbs *tell* and *is*.

(III.) The word *fit* is in the first instance a verb; in the second, an adjective.

39. Telling to which of the eight parts of speech each word in a sentence belongs, is called **Parsing** (Latin, *pars*, "a part").

40. In parsing any sentence, it is of great importance to keep in mind that whatever words go together in the sense, go together also in the grammar or parsing of that sentence.

PARSING (FIRST PLAN).

Tall trees fall; and, lo! they crumble slowly into dust.

Tall	an Adjective, because it describes <i>trees</i> .
trees	a Noun, because it is the name of something.
fall;	a Verb, because it tells what is done.
and,	a Conjunction, because it joins two verbs (<i>fall</i> and <i>crumble</i>).
lo!	an Interjection, because it is thrown in by way of exclamation.
they	a Pronoun, because it stands in place of a name (<i>trees</i>).
crumble	a Verb, because it tells what is done.
slowly	an Adverb, because it tells how something is done (<i>crumble</i>).
into	a Preposition, because it relates two notions (<i>crumble</i> and <i>dust</i>).
dust.	a Noun, because it is the name of something.

N.B.—The following Exercises should be practised both orally and in writing, the above plan being at this stage carefully followed.

EXERCISE XVIII.

Parse, according to the FIRST PLAN (given on page 19):—

1. Old Joe tells funny stories.
2. The cow eats her grass quietly.
3. Slight differences of opinion sometimes lead to strife.
4. The merchant opened his new shop.
5. Parents love their children.
6. Mary returned the cloth, because she found it too narrow.
7. The boy's mother tended him with the greatest care.
8. His illness lasted long.
9. After many months he recovered somewhat, but, alas! the malady returned and hurried him to his grave.
10. The storm came on sooner than we expected.
11. Nature never lends
The smallest scruple of her excellence.
12. A wise son maketh a glad father.
13. Hark! the lark at heaven's gate sings.
14. The spearmen heard the bugle sound;
And cheerily smiled the morn.
15. A soft answer turneth away wrath.
16. See how the smoke curls up from the chimney-top.
17. Lately a fox stole several chickens from the farm.
18. At daybreak, on a hill they stood
That overlooked the moor.
19. Bright flashes gleamed athwart the gloom of night.
20. The chairman shortly addressed the meeting.
21. Queen Victoria, in her book of days spent in the Highlands of Scotland, gives a most graphic picture of royal life and feeling, quite different from the usual records of courts and kings.

EXERCISE XIX.

(1.) Put in suitable **nouns**.

1. John cut his 2. The catches 3. We ate some
....., and drank some 4. The planted these 5. Our
..... gave us a 6. I have lost your 7. You left your
on the 8. The fell and broke his 9. is sinful.
10. This was cheap; it cost only a

(2.) Put in suitable **adjectives**.

1. A apple. 2. An seat. 3. This is a day. 4. I am
..... to see you so 5. There is the house. 6. Give me that
..... book. 7. The nurse took care of the child. 8. What a
..... sight! 9. The boy learnt the lesson. 10. How I
am!

(3.) Put in suitable **pronouns**.

1. John found the book had lost. 2. Have read lesson?
3. When does intend to come? 4. This boy says didn't do it.
5. James allowed to read the letter sent 6. Anne brought
..... little brother to school yesterday, but refused to come with
to-day. 7. The boy fell off the wall told mother that felt no
pain. 8. When have finished this letter must send to the
post-office. 9. The servant is not greater than lord. 10. Father,
..... art in heaven. 11. Uneasy lies the head wears a crown. 12. Will
..... show have in hand?

EXERCISE XX.(1.) Put in suitable **verbs**.

1. The duke yesterday. 2. Tom a lot of marbles, but he soon
..... them all. 3. He me to soon. 4. me your copy-book.
5. I never so many blunders. 6. The gardener the bushes.
7. The audience then, "God the Queen!" 8. The old man
..... home a bundle of sticks which he in the wood. 9. The Volun-
teers twice a week, and through the town. 10. Those cruel
boys the ass with big sticks and stones at him. 11. The farmer
..... his crop of hay by the late floods. 12. Now, children, ... up and
..... a hymn before you

(2.) Put in suitable **adverbs**.

1. How did the horse run? The horse ran 2. When do you
start? I shall start 3. How does your pen write? My pen writes
..... 4. Where have you put the dictionary? I have it 5. Did
you post the letter?; I sent it 6. When did you post it? I
posted it 7. Did he write it?; it was written.
8. Did he take long time to write it?; he wrote it 9. Did he
make many trials?; he tried it before he succeeded in doing it
..... 10. Is this bird a good singer?; it sings, but the other
one sings

EXERCISE XXI.Put in suitable **prepositions**.

1. The door the schoolroom is shut. 2. You see the pen my
hand. 3. The wall the garden needs repairing. 4. We enjoyed
much our walk the hill. 5. The cat was sitting the rug.
6. his absence they behaved well. 7. There was a complaint
one the scholars going a garden. 8. The prisoner sat
two policemen. 9. The gentleman had a race his hat, which was
blown off the wind. 10. Who does not admire the beauties
such a landscape? Vast lawns that extend like sheets vivid green,
..... here and there clumps gigantic trees; the solemn pomp

groves and woodland glades, ... the deer trooping silent herds them; the hare bounding away the covert, or the pheasant suddenly bursting the wing; the brook, taught to wind natural meanderings, or expand a glassy lake; the sequestered pool, reflecting the quivering trees, ... the yellow trout roaming fearlessly its limpid waters; while some rustic temple or sylvan statue, grown green and dank age, gives an air sanctity the seclusion: these are but a few the features which the park scenery Britain is distinguished.

11. The shades night were falling fast,
As an Alpine village passed
A youth, who bore, ... snow and ice,
A banner this strange device—*Excelsior!*
12. Rock Ages, cleft me,
Let me hide myself Thee;
Let the water and the blood,
..... Thy wounded side which flowed,
Be sin the double cure—
Save me its guilt and power.

EXERCISE XXII.

Put in suitable conjunctions.

1. The farmer sows reaps. 2. I told him to go, ... he has not gone. 3. You may go you like. 4. He cannot reach home to-day he start much earlier. 5. He slay me, ... will I trust in Him.
6. The green fruit withers in the drought,
..... ripens where the waters flow.
7. His plan failed it did not get a fair trial. 8. It is for you to decide, ... this freedom shall yet survive, ... be covered with a funeral pall, ... wrapped in eternal gloom. 9. Who told you by digging there you should find sand?
10. The model showed a gallant craft;
Broad in the beam— the stress of the blast,
Pressing down upon sail mast,
Might not the sharp bows overwhelm;
Broad in the beam, ... sloping aft
With graceful curve slow degrees,
..... she might be docile to the helm,
..... the current of parted seas,
Closing behind with mighty force,
Might aid not impede her course.

EXERCISE XXIII.

Put in suitable interjections.

1. Soon, ...! he closed his eyes in death. 2. But! my breast is human still.
3. lyre divine! what daring spirit
Wakes thee now?

4. He spake, and! each murmur ceased. 5. The people shouted, ".....! the conqueror comes." 6. king! live for ever. 7. The boy rudely answered, ".....! what care I?" 8. They know their duty; but, ...! they do it not.

PART II.—SYNTAX.

41. The words of a sentence stand in certain relations to one another, and the particular form of a word very often depends upon its connection with some other word.

42. In joining words together to form sentences, certain general principles are observed. The more noticeable of these general principles may be embodied in the form of a few rules, called the Rules of **Syntax** (Greek, *syn, taxis*, "arranging together").

[In this treatise the **Rules of Syntax** are given in connection with the various inflexions upon the use of which they are founded; and it cannot be too carefully impressed upon the learner that these Rules are to be regarded, not as independent laws having some mysterious authority of their own, but merely as short general statements of what is observed in the actual practice of the best speakers and writers of our language. It is also obvious that usage in this respect may vary from time to time; though, on the other hand, there are forms of expression which have become in a manner fixed by invariable usage.]

PART III.—INFLEXION.

43. By means of certain little changes in the sound or form of a word we are able to convey different ideas of things in relation to each other: thus, taking the word *prince*, we have the various forms—*prince's*, *princes*, *princes'*, *princess*, *princesses*, &c.; or, again, taking the word *happy*, we have the forms *happier* and *happiest*; the word *he* gives *his*, *him*; *turn* gives *turns*, *turned*, *turning*, &c.

These changes are termed **Inflexions**.* Their use is to show things from different points of view, or in different relations to one another.

* The exact origin of some of these inflexional changes is still a subject of discussion among grammarians; but generally they are believed to have been at first separate words, which in course of time came to be incorporated with the word affected by them. As to the possessive and the plural forms of nouns, the following explanation is hazarded:—The terminal *s* or *es* was at first simply a distinct word equivalent to the word *of*; thus, "Boy's book," equal to "Book of boy"; "One boy—four boys" (that is, "four of boy").

44. Inflexions are used in only five out of the eight classes of words—namely, in (1) *Nouns*, (2) *Adjectives*, (3) *Pronouns*, (4) *Verbs*, and (5) *Adverbs*.

45. To trace the formation of one Part of Speech from another is properly no part of GRAMMAR, but belongs to a branch of study called ETYMOLOGY.

46. A syllable added at the end of a word is named an **affix**; as, *learn*, *learn-ing*. A syllable added at the beginning is named a **prefix**; as, *un-learn*.

I.—THE NOUN.

47. A **Noun** is the name of anything; as, *John*, *book*, *house*, in the sentence, "John left his book in the house."

48. If we consider the nouns in the following sentence—"Elizabeth, queen of England, visited London, the capital of her kingdom, upon the river Thames"—do we notice any difference in the kind of names used? Yes; the names are of two kinds:—

(i.) One class includes real names of particular persons, places, &c.; as, *Elizabeth*, *England*, *London*, *Thames*.

(ii.) The other class consists of those names given in common to any one of the same kind; as, *queen*, *capital*, *kingdom*, *river*.

49. Every name of the first sort, as being the real or proper name of the person, place, or thing, is termed a **Noun Proper**.

N.B.—Proper names, when written or printed, begin always with a capital letter; thus, *Elizabeth*, not *elizabeth*; *London*, not *london*.

Every name of the second sort, as being common to any one of the same kind, is termed a **Noun Common**.

50. Some words are the names, not of things, but of qualities belonging to a number of things, which qualities may be considered apart from the things themselves; thus the word *sweetness* names the quality belonging to a number of things in common, but taken abstractly, as it is termed, or apart from all of them; so with the words *softness*, *hardness*, *strength*, *sobriety*, &c. All such are therefore distinguished as **Nouns Abstract**.

EXERCISE XXIV.

(1.) Tell the **NOUNS** in the following, and say whether **proper** or **common**:—

1. Birds build nests.
2. George cut his finger with a sharp knife.

3. Cows eat grass and give us milk. 4. King Solomon built the temple of Jerusalem. 5. This picture is taken from a painting by Dyce, the well-known Scottish artist. 6. A photograph is a picture made by the light of the sun. 7. No hand of man could fashion so faithful a likeness. 8. By the telegraph we send messages with the quickness of lightning to distant places. 9. The year 1866 witnessed the final triumph of telegraphy in the establishment of subaqueous connection between the Old World and the New. 10. Telegraph lines now stretch across the Atlantic from the south-west corner of Ireland to the island of Newfoundland and the continent of America. 11. Already the electric wires run from Great Britain eastwards to Constantinople and India, from Norway to the shores of Africa. 12. The greater part of Europe and North America is netted over with them; a considerable part of Australia, and a portion of Africa. 13. Thanks to the skill, energy, and perseverance of a few master minds, the problem of girdling the earth is now practically solved. 14. The names of Thomson, Field, Canning, Cooke, Glass, Wheatstone, and Captain Anderson of the steamship "Great Eastern," are imperishably associated together in the great crowning achievements of the telegraphic art.

(2.) Select and divide into syllables all the words of more than one syllable in the last two sentences of the above.

(3.) Tell the **verbs** and the **adjectives** in the whole of the above Exercise. •

EXERCISE XXV.

Put a **noun common** in place of each **noun proper** :—

(1.) George, Anne, David, Milton, Abraham, Moses, Eve, Adam, Elijah, Solomon, Paul, Luther, Cæsar, Socrates.

(2.) London, Tweed, Cairngorm, Bute, Paris, Alps, Holyrood, Dee, Crimea, Jamaica, Australia, Niagara, China, Kent, Andes, Nile.

(3.) Napoleon, Wellington, Columbus, Newton, Victoria, Albert, William I., Knox, Wallace, Bruce, Shakspeare, Galileo, James Watt, Cook, Haydn, Nelson, Hogarth, Washington, Cromwell, Livingstone, Howard, Scott.

I. GENDER.

51. Living creatures are either male or female; and this distinction has to be observed both in the names applied to them and otherwise in speaking of them. For example, *James, king, boy*, and such like, refer to males, and must therefore be distinguished accordingly; while, on the other hand, *Ann, queen, girl*, refer to females, and must be distinguished accordingly.

52. Names of males are, in grammar, termed nouns **masculine**; names of females, nouns **feminine**.

N.B.—The easiest way to distinguish the **masculine** from the **feminine** is to try whether the noun means *he* or *she*.

53. This distinction is termed the **Gender** of nouns. There are, accordingly, two genders of nouns, the **Masculine** and the **Feminine**.

54. Names of things without life are of neither gender; as, *book*, *apple*, *penny*. All such nouns are said to be of **Neuter** gender (*neuter* being Latin for "*neither*").

EXERCISE XXVI.

- (1.) Tell the **gender** of the nouns in Exercise XVIII.
- (2.) Tell the **gender** of the nouns in Exercises XXIV. and XXV.

55. Some names may be applied either to a male or to a female; as, *child*, *cousin*, *scholar*. These are sometimes said to be of **Common** gender; that is when either sex is meant, or rather when both sexes are included.

56. But generally there is a distinct word for each sex; as, *brother* and *sister*, *lion* and *lioness*.

57. Sometimes the distinction is shown by means of a different ending to the word; as, *prince*, *princess*; *hero*, *heroine*.

GENDER-TABLES.

1. By a Different Word.*

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
Bachelor,	Spinster.	Gentleman,	Lady.
Boar,	Sow.	Hart,	Roe.
Boy,	Girl.	Horse,	Mare.
Brother,	Sister.	Husband,	Wife.
Buck,	Doe.	King,	Queen.
Bull,	Cow.	Man,	Woman.
Bullock, Ox, } or Steer, }	Heifer.	Monk (or Friar),	Nun.
Cock,	Hen.	Nephew,	Niece.
Colt,	Filly.	Ram (or Tup),	Ewe.
Dog,	Bitch.	Sir,	Madam.
Drake,	Duck.	Son,	Daughter.
Earl,	Countess.	Stag,	Hind.
Father	Mother.	Uncle,	Aunt.
		Wizard,	Witch.

* Strictly speaking, there is no grammatical connection between such words as *bachelor* and *spinster*, yet it is convenient to bring together in tabular form the corresponding vocables for each sex, as in this list. In the second table the relationship of the words is more obvious in consequence of the inflexional change.

2. By a Different Ending.

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
Abbot,	Abbess.	Lad,	Lass.
Actor,	Actress.	Lion,	Lioness.
Author,	Authoress.	Marquis,	Marchioness.
Baron,	Baroness.	Master,	Mistress.
Bridegroom,	Bride.	Negro,	Negress.
Duke,	Duchess.	Peer,	Peeress.
Emperor,	Empress.	Poet,	Poetess.
Giant,	Giantess.	Prince,	Princess.
Heir,	Heiress.	Prophet,	Prophetess.
Hero,	Heroine.	Shepherd,	Shepherdess.
Jew,	Jewess.	Widower,	Widow.

58. The sex is also sometimes shown by putting a word before the noun : this prefix serves to mark the gender ; as, *he*-goat, *she*-goat ; *man*-servant, *maid*-servant.

59. **Personification.**—Occasionally, by what is called a figure of speech, things without life are spoken of as if they were living persons ; thus :—

“ Oh, how bright smiles yon orient sun,
As *he* glances above the blue wave ! ”

“ The moon is sunk, and a clouded gray
Declares that *her* course is run.”

This is termed **Personification** : in such cases the gender is made to suit the idea, some things being represented as males, others as females.

EXERCISE XXVII.

(1.) Tell the **gender** of the following :—

Prince, cow, father, king, stag, widower, bride, nephew, hero, duck, Philip, child, maid-servant, earl, witch, fowl, window, widow, doe, church, teacher, mother, hand, cousin, apple, Mary.

(2.) Give the **feminine** form answering to each of the following :—

Sir, boy, negro, earl, lad, wizard, actor, boar, host, moor-cock, master, nephew, bird, hero, tenant, landlord, emperor.

(3.) Select from reading-book ten **nouns proper**, and mark after each its **gender** ; thus :—

King Bruce of Scotland flung himself down.

Bruce	a Noun proper, masc.
Scotland	a Noun proper, neut.

II. NUMBER.

60. When a noun means only **ONE** person or thing—as, *boy*, *book*—it is said to be in the **Singular** number; but when it means **MORE THAN ONE**—as, *boys*, *books*—it is said to be in the **Plural** (Latin, *plures*, “more”).

This distinction is termed **Number**. There are, therefore, two numbers, the **Singular** and the **Plural**.

61. How far does the plural form *boys* differ in spelling from the singular form *boy*? It has the letter *s* added at the end. So with *book* and its plural form *books*; so also with *table*, plur. *tables*; and with most nouns. Hence—

The plural form of nouns is generally made by adding the letter *s* to the singular form; as, *boy*, *boys*; *hand*, *hands*.

EXERCISE XXVIII.

(1.) Write the **plural** of the following; thus:—

<i>Singular.</i>	<i>Plural.</i>
Pen,	Pens.
Paper,	Papers.

Book, page, letter, scholar, ball, guide, finger, soldier, arm, lip, tree, friend, shoe, thought, lad, sack, monarch, ship, captain, king, ram, aunt, bee, sea, rock, hoof, egg, sigh, rival, lot, window, barn, boy.

(2.) Tell the **gender** of each of the above.

(3.) Find in reading-book ten **NOUNS masculine**.

62. Let us now examine the following:—

<i>Singular.</i>	<i>Plural.</i>
Cross,	Crosses.
Dish,	Dishes.
Match,	Matches.
Box,	Boxes.
Buzz,	Buzzes.

Are these plurals formed in the same way as the others? No; they are all formed by adding *es* to the singular, making an additional syllable at the end of the word. It is also to be noticed that all these words have their singular ending either with the letter *s* or with letters of a similar (hissing) sound. Hence—

Some nouns form their plural by adding *es*, particularly those having a hissing sound at the end (*s, sh, ch, x, z*); as, *class*, plur. *classes*; *brush*, plur. *brushes*; *church*, plur. *churches*; *fox*, plur. *foxes*; *topaz*, plur. *topazes*.

63. Words ending in *o*, with a consonant before it, add *es* in the plural, but without forming an additional syllable; as, *negro*, plur. *negroes*; *potato*, plur. *potatoes*.

A few, however, take *s* only; as, *folio*, plur. *folios*; *tyro*, plur. *tyros*.

64. Most nouns ending in *f* or *fe* change the *f* into *v* in the plural; as, *loaf*, plur. *loaves*; *life*, plur. *lives*; *wolf*, plur. *wolves*.

65. Nouns ending in *y*, with a consonant before it, change the *y* into *ie* in the plural; as, *duty*, plur. *duties*; *sky*, plur. *skies*.

But *y* with a vowel before it is not changed; as, *boy*, plur. *boys*; *day*, plur. *days*.

66. A few nouns form the plural by changing a letter or two in the middle of the word; as, *man*, plur. *men*; *mouse*, plur. *mice*; *tooth*, plur. *teeth*.

A few others have the plural ending in *en*; as, *ox*, plur. *oxen*. Also *child*, plur. *children*; *brother*, plur. *brethren*.

67. Some nouns have the same form in the plural as in the singular; as, *deer*, plur. *deer*; *sheep*, plur. *sheep*; *salmon*, plur. *salmon*.

On the other hand, a few have two different forms of the plural, with a difference also in the meaning; as, *penny*, plur. *pence* or *pennies*; *brother*, plur. *brothers* or *brethren*.

68. Foreign words imported into the language sometimes keep their own peculiar plural forms; thus, *seraph*, plur. *seraphim* (Hebrew); *phenomenon*, plur. *phenomena* (Greek); *radius*, plur. *radii* (Latin); *beau*, plur. *beaux* (French).

69. Some nouns, from the nature of their meaning, including all proper names of individuals, have no plural at all; as, *Scotland*, *wisdom*, *gold*, *music*, *David*, *cattle*.

Others, again, are used only in the plural form; as, *bellows*, *scissors*, *riches*, *thanks*, *tidings*.

70. There is a class of nouns that, though in the singular form, yet have a plural meaning ; as, *cattle, family, people*: thus, "The *cattle are* sold;" "The *people were* shouting."

These, as including a collection of individuals, are styled **Nouns Collective**.

N.B.—When used in a plural sense, as in the examples given above, it is more convenient to regard such words simply as plural; but when used in a strictly collective sense, as when we say, "The *army is* advancing;" "The *fleet has* sailed"—*army, fleet*, and such like words, being each joined to a verb singular, are regarded as of singular number and neuter gender.

EXERCISE XXIX.

(1.) Tell the **number** of :—

Ass, ways, teeth, deer, inches, oxen, pigeon, tools, token, geese, swine, flies, class, box, ashes, happiness, wealth, woman, tongs, gold, ice, pence, money, news, series, folk, gas, wages, poultry.

(2.) Tell the **number** of the nouns in Exercises III., VI., and XVIII.

(3.) Form the **plural** of :—

Horse, day, lamb, story, fox, foot, fool, calf, watch, fee, purpose, journey, sheep, topaz, pigsty, cargo, trout, cuff, penny, bush, ploughman, knowledge, success, goose, grotto, poet, poetry, box, ox, wealth, blood, duchess, staff, joy, wife, spy, clan, thief, cherub, chief, crutch.

(4.) Write out from reading-book ten **NOUNS**, *neuter* and *singular*.

(5.) Find ten **VERBS** in reading-lesson.

III. CASE.

71. The simple form of the noun, singular and plural, is used chiefly in two ways :—

(I.) First, a noun may be used to name the **DOERS** of something ; as, "*John runs*;" "*fires burn*:" where *John* and *fires* are named as the **DOERS** of something. Words used in this way, as simply **NAMING** the person or thing spoken of, are said to be in the **Nominative Case**.*

(II.) Secondly, a noun may be used to name the person or thing that something is done to ; as, "(He) *helps John*;" "(She) *stirs the*

* **SYNTAX**—Rule I.—The subject of a sentence is always in the **nominative case**.

fire:" where *John* and *fire* are said to have something done to them. Words used in this way, as showing the OBJECT affected, are said to be in the **Objective Case**.

Some verbs require the help of a preposition to connect them with the object; for example, "He jumped *on* the stool;" "We laughed *at* him:" where something is spoken of as being done *to stool*, and *to him* respectively, the prepositions *on* and *at* showing the relation.

Thus, the **Objective Case** generally comes after a verb or a preposition, and is said to be "governed" by them.*

72. The term **Case** is used in grammar to express the relation which a noun (or pronoun) bears to another word connected with it in a particular way.

73. Besides the simple form of a noun, singular or plural, there is another form which is used to express the idea of OWNERSHIP, POSSESSION, or other close relationship, with reference to some other word; as, "*John's* book;" "*children's* toys:" where, by the addition of the letter *'s* to each of the nouns *John* and *children*, the idea of ownership or possession is expressed.

This accordingly is termed the **possessive** form of the noun, and the noun is said to be in the **Possessive Case**.†

[The same idea may often be expressed by using the word "of;" thus, instead of saying "the queen's palace," we might say "the palace of the queen."] ←

74. In writing, or in print, the possessive form is distinguished by a certain sign, called an **Apostrophe**, which marks off the final *s* from the rest of the word; as, *boy*, possessive *boy's*; *men*, possessive *men's*.

75. In the plural number, when its nominative form ends in *s*, the possessive does not take an additional *s*—the apostrophe alone marks the case; thus, *boys*, possessive *boys'*: for example, "*boys' games*," not "*boys's games*."

[So also some singular nouns ending in *s* (or even with the sound of *s*), do not add *s* in the possessive; as, *Moses*—"Moses' rod;" *conscience*—"for conscience' sake."]

* **SYNTAX**—Rule II.—Verbs and prepositions govern nouns (or pronouns) in the objective case.

† **SYNTAX**—Rule III.—A noun (or pronoun) used in connection with a noun to denote possession, is put in the possessive case.

76. But when the plural does not end in *s* (as in the words *men*, *children*, *sheep*), its possessive form takes '*s* (with an apostrophe), like the singular possessive; as, "*men's* work;" "*children's* toys."

77. The three cases of a noun, singular and plural, may be shown in tabular form thus :—

Inflexion of Nouns.

BOY.		MAN.	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
<i>Nom.</i> Boy	Boys	<i>Nom.</i> Man	Men
<i>Poss.</i> Boy's	Boys'	<i>Poss.</i> Man's	Men's
<i>Obj.</i> Boy.	Boys.	<i>Obj.</i> Man.	Men.

LADY.		SHEEP.	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
<i>Nom.</i> Lady	Ladies	<i>Nom.</i> Sheep	Sheep
<i>Poss.</i> Lady's	Ladies'	<i>Poss.</i> Sheep's	Sheep's
<i>Obj.</i> Lady.	Ladies.	<i>Obj.</i> Sheep.	Sheep.

78. Besides the uses of the Nominative case explained above (§ 71), there are two others which may be explained here :—

(i.) When we address any one by name, we use the simple form of the noun (or pronoun); for example, "John, come away;" "Come away, boys:" here *John* and *boys*, as naming the persons addressed, are in the **Nominative** case. When so used, the noun is said to be in the **Nominative of Address**.*

(ii.) There is another use of the nominative, where it depends upon no verb, and is said to be **independent**; as, "The *wind* rising, we turned back;" where the noun *wind* does not depend upon a verb for its case, and is therefore said to be in the **Nominative Independent**.†

79. **Apposition**.—Words used together in a particular way, each of them meaning the same person or thing, are said to, be in **Apposi-**

* SYNTAX—Rule IV.—A noun (or pronoun) used in addressing a person or persons is in the nominative case.

† SYNTAX—Rule V.—A noun (or pronoun) joined to a participle, and depending upon no other word for its case, is in the nominative independent.

tion. Thus in the sentence, "Queen Victoria married her cousin, Prince Albert," the words *Queen* and *Victoria* mean each the same person, and are therefore said to be in apposition; and, again, the words *cousin* and *Prince* and *Albert* all mean the same person, and are, in like manner, said to be in apposition to one another.

Words so connected together are in the same case: thus, in the above example, if we take *Queen* as the nominative to the verb *married*, then *Victoria* is also in the nominative (in apposition to *Queen*); while, in the same way, if *cousin* be taken as the objective governed by the verb *married*, then the words *Prince* and *Albert* are each in the objective also (in apposition to *cousin*).*

N.B.—When nouns in apposition are in the possessive case, only the last of them shows the usual form of inflexion; as, "William the Conqueror's son," not "William's the Conqueror's son."

EXERCISE XXX.

Tell in what **case** each noun is, and give the reason; thus:—

The boy ran.

boy	nominative, because it names the person that ran.
-----	---

1. The boy ran. 2. The hunters followed the hounds. 3. This mouse was caught in a trap. 4. The girl's mother bought a loaf. 5. The frosts of last month injured the farmers' crops. 6. When Cromwell's son, Richard, found that he could not manage the national affairs, he quietly retired from the government. 7. My son, above all things, get wisdom. 8. Learned men have a theory that the earth's crust contains a series of deposits which prove time's successive changes, and the Creator's progressive work. 9. Paul stood in the midst of Mars' hill.

10. The struggling foe may now unclasp

The fainting chief's relaxing grasp.

11. You know Nelson's memorable signal to the British fleet—"England expects every man to do his duty." 12. Earth's ripe treasures met the admiring gaze. 13. The work being finished, the labourers received their wages. 14. Welcome! little stranger. 15. John, the coachman, is very attentive to his duties. 16. For goodness' sake, boy, take care. 17. The wanderer saw only a maze of mountains and moors; he tried to follow the sheep-paths, a very uncertain guide. 18. Man's inhumanity to man makes countless thousands mourn. 19. Towards Christmas, the book-sellers' windows present a perfect posy of colour—children's stories, and fairy tales innumerable, got up in the liveliest style. 20. The door of the cage being left open, the bird made its escape. 21. Queen Victoria's

* SYNTAX—Rule VI.—Nouns or pronouns in apposition are in the same case.

published journal of "Life in the Highlands" is very interesting, and marked throughout by a touching simplicity and candour. 22. Men of the olden time! noble ancestors of our race! how stoutly did ye resist the oppressors' chains. 23. The meeting appointed him chairman. 24. He was made chairman of the meeting. 25. Are labourers' children taught drawing? Oh, age of progress!

EXERCISE XXXI.

(1.) Parse each noun in the preceding Exercise, thus :—

boy	Noun, common, masc., sing., nom. to verb <i>ran</i> .
hunters	Noun, common, masc., plur., nom. to verb <i>followed</i> .
hounds	Noun, common, masc. (or fem.), plur., obj. by verb <i>followed</i> .

(2.) Write out all the **cases**, singular and plural, of the following [see Examples at page 32] :—

King, girl, fish, footman, gipsy, chief, bookseller, thief, hero, day, child, prince, mouse, cat, deer, horse, ass, fly, donkey, toe, story, storey.

(3.) Give the possessive, singular and plural, of the last ten nouns in Exercise XXIX. (3.)

(4.) Find in reading-lesson ten **NOUNS** in the *objective* governed by a preposition.

(5.) Find in reading-lesson ten **NOUNS**, and write opposite each its **gender, number, and case**.

(6.) Find ten **ADJECTIVES** in reading-lesson, and tell what each describes. (See model on page 12.)

II.—THE ADJECTIVE.

80. An **Adjective** is a word joined to a noun to describe the person or thing named; as, "*good boy*;" "*bad boy*;" "*little boy*;" "*my boy*."

Here the words *good, bad, little, my*, are joined to the word *boy*, in each instance, to describe the boy; hence these words are called **Adjectives**.

81. **Adjectives Numeral**.—Words denoting number are also included in this class—these being termed **Adjectives Numeral**; as, *a* or *an, one, two, three*; likewise words that tell the order in which things come, as *first, second, third*; and such words as *some, many, all, every*.

82. With regard to the numeral *a* or *an* it will be observed that the form *a* is used before a word beginning with a consonant (or the sound of

a consonant); the form *an* is used before a vowel (or the sound of a vowel); as "*a* man," "*a* happy man;" "*an* apple," "*an* old man," "*an* honest man." It would sound ill to say, "*an* man," or "*a* apple."

83. Adjectives Demonstrative.—Certain words are used for the purpose of pointing out or distinguishing. Thus, when we say, "*that* man," "*this* boy," "*the* parcel," we mean to point out a particular man, boy, or parcel.

Words so used are termed **Adjectives Demonstrative**. They are three in number—namely, *the*, *this*, and *that*. The word *the* is applied to nouns either singular or plural; the words *this* and *that* are applied to singular nouns only. In the plural *this* becomes *these*, *that* becomes *those*. We say "*the* church" or "*the* churches;" but, "*this* church," plural, "*these* churches;" "*that* church," plural, "*those* churches."

The word "*yon*," or "*yonder*," is sometimes included among the demonstratives, as being used in pointing out a more distant object; thus, "*Yon* mountain;" "*Yonder* clouds."

84. A noun may have several adjectives joined to it at the same time; as, "*Three tall strong* boys;" "*a long, narrow, wooden* table."

85. Sometimes the noun to which an adjective refers is omitted; for example, "He healed the *sick*, and gave sight to the *blind*." Here, along with the adjectives *sick* and *blind*, no noun is expressed, but one can easily be supplied; such as, "*sick* [*people*]," "*blind* [*men, women, persons, &c.*]." In parsing such examples, the word omitted is said to be **understood**.*

EXERCISE XXXII.

(1.) Insert *a* or *an*, as may be:—

1. We met boy riding on horse. 2. He went mile before reaching inn. 3. There is house close by where we stayed half hour. 4. We saw old man driving ass. 5. He was taking load of fruit and vegetables to market. 6. James bought pound of apples, for which he was charged only penny. 7. He gave me apple, and I gave him pear. 8. We next met woman, carrying basket. 9. She offered George egg. 10. Was it hen's egg, or duck's egg? 11. whole dozen might be got for goat.

* **SYNTAX**—Rule VII.—An adjective describes a noun or a pronoun, either expressed or understood.

12. We found onion and carrot lying on the road. 13. It was large onion, but the carrot was such one as you see any day. 14. I have errand to go. 15. Are you in hurry? 16. Yes, I am to get orange if I go quick. 17. I have got present of ewe-lamb. 18. It seems to have quite humorous turn, and is already universal favourite.

(2.) Insert suitable **demonstratives** :—

1. When does sun rise? 2. book was cheaper than
 3. I will lend you toys for slate. 4. How did dog get in?
 5. Do you see clouds in distance? 6. I saw moon rising
 evening.
 7. 'Tis morn, and scarce level sun
 Can pierce the war-cloud rolling dun.
 8. Who can tell number of stars? 9. Not any inhabitant of
 lower world. 10. are thy glorious works, Parent of good.

COMPARISON OF ADJECTIVES.

86. When we have occasion to compare two or more things together, the difference (if any) which we observe between them may often be expressed by means of a slight change or inflexion of an adjective applied to each of them. For instance, if we have three things of different length, we may say, one of them is *long*, another is *longer*, and the third is *longest*. Or, taking them the other way, we may call one *short*, another *shorter*, and the third the *shortest*. In like manner, we might speak of three different men, or of the same man at different times, as *strong*, *stronger*, or *strongest*.

These three forms of the adjective are termed the **Three Degrees of Comparison**.

N.B.—The only inflexions of the adjective, in English, are those of degree.

87. (I.) The simple form of the adjective is termed the **Positive Degree**; as, *old*, *large*.

(II.) The form ending in *-er* is termed the **Comparative Degree**; as, *older*, *larger*.

(III.) The form ending in *-est* is termed the **Superlative Degree**; as, *oldest*, *largest*.

88. The ordinary way of comparing adjectives is to add to the simple or Positive form; *-r* or *-er* for the Comparative, and *-st* or *-est* for the Superlative.

89. When an adjective of one syllable ends in a single consonant, with

a single vowel before it, the consonant is doubled before *-er* and *-est* ; as, *hot, hotter, hottest* ; *thin, thinner, thinnest*.

90. Adjectives ending in *y*, with a consonant before it, change the *y* into *i* before *-er* and *-est* ; as, *happy, happier, happiest*. But *y* with a vowel before it is not changed ; as, *gay, gayer, gayest*.

91. A few adjectives form their Comparative and Superlative Degrees in a peculiar way, and are, therefore, said to be **irregularly** compared.

TABLE OF IRREGULAR COMPARISONS.

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
Bad,	Worse,	Worst.
Evil (or Ill),	Worse,	Worst.
Good,	Better,	Best.
Little,	Less,	Least.
Many	More,	Most.
Much,	More,	Most.
Far,	Farther,	Farthest.
[Fore],	Former,	Foremost, or First.
[Forth],	Further,	Furthest.
Late,	Later, or Latter,	Latest, or Last.
Near,	Nearer,	Nearest, or Next.*
Old,	Older, or Elder,	Oldest, or Eldest.

92. Another way of expressing degrees of comparison, especially when the adjective is a long word, is by joining to it the words *more* and *most*, or *less* and *least* ; as, *beautiful, more beautiful, most beautiful* ; *satisfactory, less satisfactory, least satisfactory*.

93. Some adjectives, from the nature of their meaning, cannot be compared at all ; as, *right, true, square, golden, daily*, and such like ; also numerals and demonstratives.

EXERCISE XXXIII.

(1.) Tell the **ADJECTIVES** ; also the **degree of comparison** of each, and what each describes ; thus :—

The old bridge fell during last floods.

The old last	Adjective, demonstrative, describing <i>bridge</i> . Adjective, positive degree, descr. <i>bridge</i> . Adjective, sup. deg., descr. <i>floods</i> , comp. irreg., <i>late, later</i> or <i>latter, latest</i> or <i>last</i> .
--------------------	---

* *Next* is properly the superlative of *nigh*, not of *near*.

1. I got warm milk. 2. The new map came. 3. Cold water is useful. 4. She bought some salt fish and fresh mutton—the best bargain she could get after a long search. 5. The warmest dress is not always the best. 6. A grander sight was never seen by mortal eye. 7. This goodly possession has been handed down through more than twenty generations in the same family. 8. It is impossible to think of such tender and undeserved love without a feeling of the highest admiration.

9. Oh man! while in thy early years

How prodigal of time!

10. Give good heed to every warning contained in those precious volumes, in matters both civil and sacred. 11. After the first few days, when the young shoots have made a little progress, the thinnest covering is quite sufficient. 12. The heat being somewhat less, those excursion parties were able to reach the farthest point of the island, where the junior members were soon engaged in various kinds of athletic sports. 13. The British fleet, under the brave Nelson, defeated the joint navies of France and Spain off Cape Trafalgar, on the 21st (day) of October 1805. 14. An honest man's the noblest work of God. 15. Empty vessels make most sound.

(2.) **Compare** the following adjectives (that is, tell the *comparative* and *superlative* degrees of each):—

Kind, hardy, gentle, hot, calm, many, severe, gay, new, late, lovely, glad, near, smooth, bad, short, able, free, good, much, respectable, sad, clever, welcome, little, busy, secure, coy.

(3.) Select from reading-book ten **NOUNS** of **neuter** gender and **singular** number, and place *a* or *an* before each. (See § 82.)

(4.) Pick out from the first three sentences in reading-lesson—I. The nouns; II. The adjectives; III. The pronouns.

III.—THE PRONOUN.

94. A Pronoun is a word used in place of a name; as, “James met the cow, and *he* struck *her* with the stick *which he* had in *his* hand.”

Here, instead of repeating the name *James*, we use the words *he* and *his*; for the name *cow* we use the word *her*; and the word *which* stands for the name *stick*. Hence *he*, *his*, *her*, and *which*, being used instead of names, are pronouns. (See § 22.)

95. Person.—(1.) A person speaking of himself or herself uses the word *I*; as, “*I* do so.”

(II.) In speaking to a person, we say **thou**, or **you** ; as, "*Thou art the man ;*" "*You did it.*"

(III.) In speaking of a person, we avoid a too frequent repetition of the person's name by using instead the word **he** or **she** ; as, "John spoke to Anne ; *he* says *she* will come when *she* has found the book *he* wants."

In the same way, when speaking of a thing we use the word **it** ; as, "The book is excellent ; *it* will be much read :—" "The boys saw the mouse as *it* ran across the floor."

96. The words **I**, **thou** (or **you**), **he**, **she**, &c., being thus used instead of persons' names, are called **Pronouns Personal**.

(I.) The pronoun **I** represents the person speaking, and is therefore said to be of the **FIRST** Person.

(II.) The pronoun **thou** (or **you**) is applied to the person spoken to, and is said to be of the **SECOND** Person.

(III.) The pronouns **he**, **she**, are applied to third parties, spoken of, and are said to be of the **THIRD** Person ; **he** being the *masculine* form, and **she** the *feminine*.

The word **it** is termed a pronoun of the **THIRD** Person, *neuter* gender, being applied chiefly to things without life, though also used in speaking of an infant or of one of the lower animals, especially when the sex is either unknown or disregarded. It is, therefore, conveniently included among the personal pronouns.

97. There are, accordingly, three **Persons** in grammar — the **FIRST**, the **SECOND**, and the **THIRD**.

98. Since these pronouns have to serve the same purposes as nouns, they must have similar inflexions. And, in fact, pronouns are more complete in this respect than nouns themselves.

99. The plural form of the personal pronouns may be explained thus :—

(I.) When I speak of myself along with one or more others, I use the word **we** ; as, "*We went.*"

(II.) When I speak to a number of persons together, or when I include others along with the person I am speaking to, I use the word **ye** or **you** (for the latter form is used both in the singular and the plural) ; as, "*Ye went ;*" "If you and he will call to-morrow, *you* can sign the paper together."

(III.) When I speak of more than one person or thing, I use the word **they**; as, "John and his sister are well; *they* are coming home soon;" "Both man and boat were swept away by the current; *they* have not since been heard of."

100. These pronouns, therefore, take in the plural quite a different word from the singular:—

	<i>Singular.</i>	<i>Plural.</i>
1st.	I,	We.
2nd.	Thou (or you),	Ye or you.
3rd.	He, she, or it,	They.

101. Nouns show no difference between the nominative and objective cases: pronouns, however, generally have quite a different form in the objective from that used in the nominative.

Examples:—"I saw John; John saw *me*." "*Thou* sawest John; John saw *thee*." "*He* saw John; John saw *him*." "*She* saw John; John saw *her*." But, "*It* saw *it*."

Here each of the pronouns, *I, thou, he, she*, stands as the nominative or subject of the verb; while the words, *me, thee, him, her*, are the corresponding forms used after the verb, as objectives. The pronoun *it* is the only one of these having the same form both for the nominative and the objective. Hence—

<i>Nom.</i>	I,	Thou,	He,	She,	It,
<i>Obj.</i>	Me.	Thee.	Him.	Her.	It.

In the plural also the nominative and objective forms are equally distinct from each other.

Examples:—"We saw John; John saw *us*." "*Ye (or you)* saw John; John saw *you*." "*They* saw John; John saw *them*." Hence—

<i>Nom.</i>	We,	Ye (or you),	They,
<i>Obj.</i>	Us.	You.	Them.

102. Each pronoun has a corresponding possessive form both in the singular and in the plural, thus: *I*, poss. *mine*; *thou*, poss. *thine*; *he*, poss. *his*; *she*, poss. *hers*; *we*, poss. *ours*; *you*, poss. *yours*; as, "The book is *mine*," "The book is *yours*."

N.B.—Some of the above changes are really inflexions, as *his* and *him* from *he*, *theirs* and *them* from *they*.

103. The following is a tabular view of these pronouns (personal), showing their various inflexions, &c. :—

PRONOUNS—PERSONAL.

PERSON.	GENDER.	SINGULAR.			PLURAL.		
		Nom.	Poss.	Obj.	Nom.	Poss.	Obj.
1st.	m. or f.	I,	Mine,	Me.	We,	Ours,	Us.
2nd.	m. or f.	Thou,	Thine,	Thee,	Ye,	Yours,	You.
		or You, or Yours, or You.			or You,		
3rd. {	mas.	He,	His,	Him.	} They, Theirs, Them.		
	fem.	She,	Hers,	Her.			
	neut.	It,	Its,	It.			

104. The possessive forms given in the above table may be used without a noun following—indeed they are not now used in immediate connection with a noun; as, “This book is *mine*, *thine*, *ours*, *yours*,” &c.; not, “This is *mine* book, *thine* book.”

But, in addition to these, we have another set of possessives which are used only in connection with a noun immediately following, namely—*my*, *thy*, *his*, *her*, *its*, *our*, *your*, *their*. Thus we say—“This is *my* book, *thy* book, *our* book,” &c. From their being so used, these are sometimes termed **Pronouns Possessive Adjective**, or simply **Adjectives Possessive**.

105. A compound sort of pronoun is formed by means of the word *self*, plur. *selves*; as in the words, *myself*, *himself*, *yourselves*, &c. These are termed **Pronouns Personal Compound**.

(I.) Sometimes these compounds are put in apposition to another word merely to give it force—in which instances they may be termed **Pronouns Personal Emphatic**; as, “John *himself* went;” “They went *themselves*.”

(II.) When used after a transitive verb or a preposition, such words may be termed **Pronouns Personal Reflexive**, as implying the bending back of an action upon the person or thing spoken of; as, “John hurt *himself*;” “You must take care of *yourselves*.”

EXERCISE XXXIV.

(1.) Tell the **PERSON**, **GENDER**, **NUMBER**, and **CASE** of the pronouns; thus:—

Follow me.

me	Pronoun personal, 1st, masc. or fem., sing., obj.
----	---

1. We saw him. 2. The hat is not yours, but his. 3. Let them come to thee. 4. Ye waited not for us. 5. Why gave he thine to her? 6. I tell you, nay. 7. When they came, she wondered greatly at it. 8. The thimble you gave me is smaller than hers. 9. It is no longer ours. 10. Wilt thou take a friend of mine to keep thee company?

(2.) Pick out from reading-book ten nouns having a **pronoun possessive adjective** joined to each.

(3.) Tell the **pronouns**, and state the **KIND, PERSON, GENDER, &c.**, of each; thus:—

She hid herself from her brother.

She	Pron. pers. 3rd, fem., sing., nom. to the verb <i>hid</i> .
herself	Pron. pers. 3rd, comp. reflex., fem., sing., obj. by the verb <i>hid</i> .
her	Pron. poss. adj., descr. <i>brother</i> .

1. We brought it with us. 2. He found my book. 3. Will you let me go? 4. You must blame yourselves for your loss. 5. She deserves great praise for her work. 6. I say, ye mistake me much, if such is your opinion. 7. Thou knowest him not. 8. Leave the books, and I will send them along with ours. 9. Your work is finished; hers is not. 10. He lost himself in the wood. 11. If the book were mine, I should read it often. 12. I hope, madam, you find yourself better this morning. 13. I am much better, I thank you, sir. 14. The cause of truth itself requires it. 15. She told me herself.

106. Pronouns Relative.—When we say—"The master sent for the boy, *who* immediately came"—the word *who* stands for the name *boy*, and is therefore a pronoun. But here the word *who* serves another purpose: it joins together, or "relates," the two clauses of the statement; and, more particularly, it "relates" the whole of the latter clause to the word *boy* in the former clause; as if we said, "The master sent for the boy, *and the boy* immediately came." Again, let us take the following:—

1. "The ship *which* was wrecked belonged to the captain."
2. "We chased away the dog *that* barked."

In the first of these examples, the word *which* is a pronoun, and relates to *ship*; in the second, the word *that* is a pronoun also, and relates to *dog*.

107. The words *who*, *which*, and *that** are termed **Pronouns**

* Sometimes also the word *as*, in connection with *such* or *the same*.

Relative, as showing the relation between the things represented by the words they serve to join.

108. The word (or words) to which a relative pronoun refers is termed the **Correlative**, or the **Antecedent** (that is, *going before*).

Thus, in the examples given above (§ 106), the words *boy*, *ship*, *dog*, are in each instance termed the **correlative** or **antecedent**, with reference to their respective pronouns.

109. Sometimes the antecedent is not expressed, or rather it is included in the relative. Thus :—

1. "He found *what* he wanted."
2. "*Whoever* thinks so is mistaken."

In the first example, the word *what* may be regarded as equal to the antecedent and the relative joined in one; as if we said, "He found *the thing which* he wanted." In the second example, instead of using the word *whoever*, we might say, "*Any person who* thinks so, is mistaken," which would mean the same thing.

The words *what*, *whoever*, *whatever*, &c., when so used, are termed **Pronouns Relative (Compound)**; while in contradistinction, *who*, *which*, and *that* are styled **Pronouns Relative (Simple)**.

110. The form *who* is used only as a nominative (or subject), as :—

- (1.) "The boy *who* came was rewarded."
- (2.) "The boys *who* came were rewarded."

In the first example, *who* stands for *boy*, and is therefore of masculine gender, singular number, and 3rd person, to correspond with *boy*: it is also in the nominative case to the verb *came*. In the second example, *who* stands for *boys*, and is therefore of masculine gender, plural number, and 3rd person, to correspond with *boys*: it is also in the nominative case to the verb *came*.

As an objective, *who* takes the form *whom*; thus :—

- (1.) "The boy *whom* the master called is come."
- (2.) "The boys *whom* the master called are come."

In the first example :—

whom	a Pron. rel. simp., masc., sing., 3rd pers. (agreeing with <i>boy</i>), obj. by <i>called</i> .
------	--

In the second example :—

whom	a Pron. rel. simp., masc., plur., 3rd pers. (agreeing with <i>boys</i>), obj. by <i>called</i> .
------	--

N.B.—The connection of the objective form of the relative pronoun with its governing verb, is best seen by changing the order of the words, thus: "The master called *whom*."

111. **Who** is inflected as follows, alike in the singular and the plural :—

	SING.	PLUR.
<i>Nom.</i>	Who,	Who.
<i>Poss.</i>	Whose,	Whose.
<i>Obj.</i>	Whom,	Whom.

112. The relative pronouns *which*, *that*, and *what* have no inflexions. In some authors, however, *whose* is found as a possessive form of *which*.

113. *Who* is applied to persons only ; *which* (as a relative) to the lower animals and things without life ; *that* is used instead of either *who* or *which*.

N.B.—The pronoun *that* must be carefully distinguished from the demonstrative *that* (see § 83), and also from the conjunction *that* (see § 30). For example :—

- (1.) "*That* man *that* stands there said so."
- (2.) "He told me *that* he found the book *that* I had lost."

In the first example, the first *that* is used to point out *man*, and is therefore a demonstrative ; while the word *that* in the next place (after *man*) serves the same purpose as the word *who* would have done, and is therefore a pronoun. In the second example, we have first the word *that* joining the two verbs *told* and *found*, showing it to be a conjunction ; while further on we have another *that* used for the word *which*—here again, therefore, it is a pronoun. Accordingly, in parsing, the easiest way to find out whether *that* is a pronoun is to try whether we can put *who* or *which* in the same place without injuring the sense : if so, it is a pronoun.

114. **Pronouns Interrogative.**—When *who*, *which*, and *what* are used in asking questions, they are termed **Pronouns Interrogative** ; as, "*Who* told you ?" "*Which* way did he go ?" "*What* did he say ?"

Here the pronouns *who*, *which*, and *what* are each used in asking a question, and hence are termed **Interrogative** (Latin, *interrogo*, "I question").

EXERCISE XXXV.

(1.) Tell the **KIND** of each pronoun :—

Them, our, that, thy, him, whose, her, mine, whichever, their, themselves, what, herself, my, whom, it, your, yourself, thine, which.

(2.) Put in suitable pronouns (relative):—

1. The scholar studied most got on best. 2. James has lost the knife his father gave him. 3. The cow the farmer bought yesterday is in the field. 4. It was Dr. William Harvey first proved the circulation of the blood. 5. Martin Luther, by labours the Reformation was chiefly brought about, died in the year 1546. 6. Jerusalem was the city to the Crusaders bent their course. 7. They stood on a hill overlooked a beautiful plain. 8. The men for they waited soon came in sight. 9. We met the blind boy and the dog you told us of. 10. We gave the boy three pence, ... was all we had.

115. It is of importance to observe that a pronoun always takes the **GENDER**, **NUMBER**, and **PERSON** of the noun to which it refers; but that its **CASE** depends upon the verb with which it is more immediately connected. Thus :—

"I know the man *who* spoke."

Here, *who* refers to *man*, and is therefore of the same **GENDER** (*masculine*), of the same **NUMBER** (*singular*), and of the same **PERSON** (3rd); but the **CASE** of *who* depends, not upon its antecedent, but upon the verb (*spoke*), to which it is the nominative.

"We ladies, *whom* she invited, intend to go."

Here, again, *whom* refers to ladies, and is therefore of the same **GENDER** (*feminine*), of the same **NUMBER** (*plural*), and of the same **PERSON** (1st); but the **CASE** of *whom* here depends, not upon the antecedent *ladies* (which is in the **NOMINATIVE** to *intend*), but upon its own governing verb *invited*, which puts it in the objective.*

116. The **Relative (Compound)** *what* may be used in four different ways in a sentence, as regards the **CASES** included; thus :—

* **SYNTAX**—Rule VIII.—A pronoun agrees in gender, number, and person with the word for which it stands.

- (1.) "What is wanted was sent."
- (2.) "What you want was sent."
- (3.) "I know what is wanted."
- (4.) "I know what you want."

The word *what* may be parsed in each instance as follows :—

(1.) What = { That which	Adj. dem., descr. <i>thing</i> (underst.), nom. to <i>was-sent</i> . Pron. rel. simp., neut., sing., nom. to <i>is-wanted</i> .
(2.) What = { That which	Adj. dem., descr. <i>thing</i> (underst.), nom. to <i>was-sent</i> . Pron. rel. simp., neut., sing., obj. by <i>want</i> .
(3.) what = { that which	Adj. dem., descr. <i>thing</i> (underst.), obj. by <i>sent</i> . Pron. rel. simp., neut., sing., nom. to <i>is-wanted</i> .
(4.) what = { that which	Adj. dem., descr. <i>thing</i> (underst.), obj. by <i>sent</i> . Pron. rel. simp., neut., sing., obj. by <i>want</i> .

117. The **Relative (Simple)**, as an objective, is often omitted altogether in a sentence; as, "The messenger you sent has returned;" that is, "The messenger *whom* you sent has returned."

EXERCISE XXXVI.

(1.) Distinguish between *that* as a **pronoun (relative)** and *that* as a **demonstrative**—showing also the **antecedent** where there is one; thus :—

The boy that¹ wrote that² exercise did well.

that ¹	Pron. rel. simp., masc., sing., 3rd pers. (agr. with antecedent <i>boy</i>), nom. to <i>wrote</i> .
that ²	Adj. dem., descr. <i>exercise</i> .

1. Who is that gentleman that spoke to you? 2. When you find the passage that I want, show it to that lady. 3. Is that your pen that you have dropped? 4. That bears a strong resemblance to the picture of Holyrood Palace that you showed me. 5. Where is the girl that finished that drawing that hangs on that wall? 6. Give me that book—that one that you have in your hand.

(2.) Put *who* or *which*, as may be, instead of the relative *that*, in the above.

EXERCISE XXXVII.

(1.) In Exercise xxxvi. change the nouns into the plural, and make the necessary changes in the pronouns, &c.; thus :—

"Who are those gentlemen that spoke to you?"

(2.) Parse fully the **pronouns** in the following ; thus :—

I met them.

I	Pron. pers. 1st., masc. (or fem.), sing., nom. to <i>met</i> .
them	Pron. pers. 3rd., masc. (or fem.), plur., obj. by <i>met</i> .

1. Thou hearest him. 2. Our friends will visit us. 3. That book is yours, is it not? 4. Who said so? 5. Allow me to introduce you to my friend. 6. What is his name? 7. You may keep what you have. 8. This is the boy who brought it. 9. Those are the rocks among which the ship was wrecked. 10. We have to thank her for the present that she sent. 11. The man that informed me brought it with himself in his cart. 12. Which book do you like best? 13. That is the man who, they think, stole her gold watch. 14. This is the rat that ate the malt that lay in the house that Jack built. 15. Tell what happened. 16. Whose books are these? 17. They belong to the girl whose name is marked upon them. 18. Her brother will take them to her, after he finishes his lessons. 19. Whatever you require, let me know. 20. Warm yourself at the fire I have made.

(3.) Parse also the **pronouns** in Exercise VIII.

(4.) Pick out ten **pronouns** from reading-book, and tell the **KIND** of each.

(5.) Pick out ten **nouns common** from reading-lesson, and place a **demonstrative (adjective)** before each.

PARSING (SECOND PLAN).—Showing the Inflections, &c.

This little boy soon brought the books that we wanted for our friend.

This	Adj. dem., descr. <i>boy</i> .
little	Adj., pos. degr., descr. <i>boy</i> .
boy	Noun com., masc., sing., 3rd pers., nom. to <i>brought</i> .
soon	Adv., mod. <i>brought</i> .
brought	Verb.*
the	Adj. dem., descr. <i>books</i> .
books	Noun com., neut., plur., 3rd pers., obj. by <i>brought</i> .
that	Pron. rel. simp., neut., plur., 3rd pers. (agr. with antecedent <i>books</i>), obj. by <i>wanted</i> .
we	Pron. pers. 1st., masc. (or fem.†), plur., nom. to <i>wanted</i> .
wanted	Verb.*
for	Prep., relating <i>wanted</i> to <i>friend</i> .
our	Pron. poss. adj., descr. <i>friend</i> .
friend.	Noun com., mas. (or fem.†), sing., 3rd pers., obj. by <i>for</i> .

* The inflections of the **VERB** will be given at a future stage.

† When pronouns stand for particular persons, or things, the gender must be clearly stated according to that of the **NOUN**.

exactly as I told you. 17. He mentioned the fact to his father. 18. The sisters danced the polka. 19. I felt so happy, I almost danced with joy. 20. A crow stole a piece of cheese.

21. The broad bosom of the ocean keeps
An equal motion; swelling as it sleeps,
Then slowly sinking.

22. He that filches from me my good name,
Robs me of that which not enriches him,
And makes me poor indeed.

23. They felt the gentle motion of the ship as she floated down with the tide. 24. The owners tried to float the vessel off the bank. 25. The Russians blocked up the entrance to the harbour by sinking several large ships. 26. The little boy fell from the tree, but he hurt himself very little. 27. When you became sleepy, it was time to stop. 28. He asked the coachman to stop the carriage that I might see how well the new hat became my sister. 29. I made several improvements which appear likely to save much labour.

30. Roll on, thou fair orb, and with pleasure pursue
The path that conducts thee to splendour again.

(2.) Tell the **KIND** of each verb in Exercise XXXVII. (2.)

INFLEXIONS OF THE VERB.

121. The **VERB** is used in a variety of forms, according to the sense and to the connection it has with other words. The verb, indeed, has more inflexions than any of the other Parts of Speech.

Besides the inflexions of Number and Person (§§ 60, 95, &c.), the verb has several inflexions to show differences of *time* and *manner*.

122. **Number and Person.**—(1.) The inflexions of number and person in the **VERB** depend upon the number and person of the noun or pronoun that stands as its nominative. Thus we say:—

(1.) "The man *turns*—the man *changes*."

(2.) "The men *turn*—the men *change*."

In these examples a difference is observed in the form of the verb according as the nominative (or subject) is singular or plural. When the nominative is of singular number (*man*), the form of the verb employed is as in *turns, changes*; but when the nominative is of plural number (*men*), another form of the verb is used, as *turn, change*.*

* **SYNTAX**—Rule IX.—A verb agrees with its nominative in number and person.

A verb has, therefore, two numbers, the singular and the plural.

(II.) Again we say :—

- (1.) "I *turn*—I *change*."
- (2.) "Thou *turnest*—thou *changest*."
- (3.) "He *turns*—he *changes*."

Here a different form of the verb is employed, according as the nominative to it is a pronoun of the 1st, of the 2nd, or of the 3rd Person.*

A verb has, therefore, three persons, the 1st, 2nd, and 3rd.

There are also three persons in the plural, but the English verb does not show a distinct inflexion for each of these. Thus we say, using the same form for all the three persons :—

- (1.) "We *turn*—we *change*."
- (2.) "Ye (or you) *turn*—you *change*."
- (3.) "They *turn*—they *change*."

123. Two or more *singular* nominatives may be so joined together as to be equal to a *plural* nominative : the verb then takes the plural form, as required by the sense ; thus, "James and John *turn*" (that is, "*They turn*"); not "James and John *turns*."†

124. When the combined words have a singular meaning, the verb takes the singular form ; as, "The top and back of the head is called the skull ;" "Neither James nor John *turns*."

EXERCISE XL

(1.) Tell the **Person** and **Number** of each verb in Exercise xxxix. (1.) ; thus :—

We asked him to go.

asked	Verb trans., 1st pers. plur.
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(2.) Insert suitable verbs in the proper form :—

1. Rain from the clouds. 2. I black clouds now in the sky.
3. How fast they along ! 4. One the sun. 5. Oh ! I the drops on my face. 6. The birds and themselves among the branches. 7. The ducks the rain very much. 8. It them no harm. 9. They in the pools. 10. Now the rain, and the bright

* See note, Rule IX., on preceding page.

† SYNTAX—Rule X.—Two or more singular nominatives, so connected as to have together a plural meaning, take a verb in the plural.

sun again 11. I the little birds; they very sweetly.
 12. We for a short walk; Dash with us. 13. Good little dog!
 thou a nice run on the grass. 14. But ah! thou old and stiff.
 15. We now homewards.

125. Tense.—A verb may be so used as to convey the idea (1.) of an action going on at the **PRESENT** time, or (2.) of one **PAST** and completed; thus:—

- (1.) "He *turns* (now)—he *changes*;".....**PRESENT** Time.
 (2.) "He *turned* (yesterday)—he *changed*.".....**PAST** Time.

The difference of time here noted is shown by means of an inflexion of the verb ("turns—turned").

This distinction is termed **Tense** (Latin, *tempus*, "time").

A verb has, therefore, two tenses, the **Present** Tense, and the **Past** Tense.

The past tense has one form throughout for all the persons, except the 2nd person singular, which adds the affix *-st*, or *est*; thus:—

- (1.) "I turned—I changed;"
 (2.) "Thou turnedst—thou changedst."

126. Future time is expressed in the English verb, not by an inflexion, but by using in connection with the verb such words as *shall*, *will*, &c.; thus, "He *will* turn—We *shall* change."

EXERCISE XLI.

- (1.) Tell the **tense** of each verb in Exercise xxxix. (1.); thus:—

We asked him to go.

asked	Verb trans., past, 1st pers. plur.
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- (2.) Tell the **tense**, **person**, and **number** of each verb in Exercises xxxviii. and xxxix. (1.).

- (3.) Insert suitable verbs in the **past** tense:—

1. A little girl, by name Lucy Gray, ... one winter afternoon with a lantern to meet her mother. 2. She smartly on through the snow. 3. The storm on sooner than her father 4. The snow so thick that she her way. 5. She up and down; many a hill she but never the town. 6. Her mother home alone. 7. Both parents immediately in search of their beloved daughter. 8. All night they far and wide, but neither sound nor sign of her whom they 9. When daylight the mother the prints of Lucy's feet in the snow. 10. They then the footmarks down the hill-side to the wooden bridge that the river. 11. At the middle of the plank

the marks, and beneath the swollen stream. 12. They bitter tears of sorrow. 13. "Oh, my darling child!" the poor mother, "thou to an untimely end for my sake." 14. They never their daughter more. 15. The neighbours, all of whom Lucy, ... deeply for her loss.

127. Mood.—A statement may be made in different ways, according to the *mood* or manner adopted by the person speaking or writing. In every sentence it is chiefly the form of the verb that marks this difference, the same verb being used in various forms to suit the change of idea.

(i.) First : it may be a direct statement of a fact (or of a question) ; as, "He turns ;" "Who turned ?" When so used, the verb is said to be in the **Indicative Mood** (Latin, *indico*, "I show").

(ii.) Second : it may be a statement of some condition on which something else depends ; as, "If he *turn*, you may turn also." When one statement is thus subjoined to another—that is, joined to it in such a way as to express a doubt or a condition, the verb so subjoined is said to be in the **Subjunctive Mood** (Latin, *sub, junctus*, "joined under").

(iii.) Third : it may express a command or request ; as, "Turn (thou)." The verb is then said to be in the **Imperative Mood** (Latin, *impero*, "I command").

(iv.) Fourth : it may be a simple naming of the action expressed by the verb, without the usual limitations of tense, person, and number ; as, "I wish to *turn* ;" "He saw us *pass*." This use of the verb is generally marked by its having the word "to" prefixed (but see § 134). As showing no limitation of time, person, or number, verbs so used are said to be in the **Infinitive Mood** (Latin, *infinitus*, "not limited").

128. There are, therefore, four principal moods of the **VERB**—namely, (1.) the **indicative** ; (2.) the **subjunctive** ; (3.) the **imperative** ; and (4.) the **infinitive**.

129. Participles.—Besides its four principal moods, the verb^h has two other forms of frequent use—one ending with the affix *-ing*, the other ending generally in *-ed*, or *-en*.

(i.) Examples of the form ending in *-ing* :—

"John, *turning*, noticed me."
"I saw danger *coming*."
"He is *running*."

Here, the words "*turning—coming—running*," are verbs, because they mean *doing something*; but they are also joined, like adjectives, each to a noun or a pronoun, to describe the person or thing. Hence, this form of the verb, as partaking of the nature of an adjective, is called a **Participle** (Latin, *particeps*, "partaking," or "sharing").

Sometimes, indeed, this form drops its verb force, and is used purely as an adjective. For example, in the expression, "I heard a bird *singing*," the word *singing* means "doing something," and is therefore a verb (participle); but, on the other hand, if we say, "This is a *singing* bird," the word *singing* no longer implies that an action is going on (for a singing bird does not always sing): as so used, the word *singing* merely tells the kind of bird meant, and is therefore an adjective, not a verb (participle) as in the former instance.

(II.) Examples of the form ending generally in *-ed*, or *-en* :—

"The carpet was *turned*, and, after being well *shaken*, was next *beaten* with sticks *provided* for the purpose."

Here, the verbs "*turned—shaken—beaten*," are joined like adjectives to the noun *carpet*, and similarly the verb "*provided*" is joined to the noun *sticks*. Hence this form of the verb also, as partaking of the nature of an adjective, is called a **Participle**.

N. B.—This last form must be carefully distinguished from the past tense of the verb, with which it is often identical.

130. Active and Passive.—There is, however, one important difference between the two participial forms which requires notice. The one ending in *-ing* describes the person or thing as *doing something*; while that ending in *-ed*, *-en*, &c., describes persons or things as bearing or enduring, or as *having something done to them*. Hence the former is named the Participle **Active**, and the latter the Participle **Passive** (Latin, *passus*, "having suffered").

131. The Gerund.—The form in *-ing* is also used in another way—namely, as both a verb and a noun at the same time. For example :—

"I recommended *turning* a new leaf."

"*Turning* a new leaf is a sign of progress."

"By *turning* a new leaf we show signs of progress."

Here, in each instance, the word *turning* is at once a **VERB** and a **NOUN**. It is a **VERB**, because it means *doing something*: as such it takes a noun (*leaf*) for its object. It is a **NOUN**, because it is *the name of something*: as such it may be either the nominative to a

verb (*is*), or the objective governed by a verb (*recommended*) or by a preposition (*by*).

The chief idea conveyed by this form, as so used, is the act of *carrying on*, or doing something: hence the name by which it is generally distinguished, the **Gerund** (Latin, *gero*, "I carry on"). It is sometimes called a **noun verbal**.

N.B.—The **Gerund** must always be carefully distinguished from the **Participle (Active)**, and both of them from adjectives with the same ending. This form, with the demonstrative *the* before and *of* after it, is strictly a noun; thus:—

"The *turning* of a new leaf is a sign of progress."

EXERCISE XLII.

(1.) Tell the **mood**, **tense**, **person**, and **number** of the verbs in Exercise xxxix. (1.); thus:—

They wish to turn him from keeping bad company.

wish	Verb intrans., indicative mood, pres. tense, 3rd pers. plur.
turn	Verb trans., infinitive mood.
keeping	Verb trans., gerund, obj. by <i>from</i> .

(2.) Find in reading-lesson, and write in separate columns, the **participles active and passive**, and the **gerunds**.

132. The **Principal Parts** of the **VERB** are four—namely, (1.) the present tense; (2.) the past tense; (3.) the participle active; and (4.) the participle passive. But, in grammar, the form by which we usually name a verb is the infinitive mood; thus, the verbs—

TO TURN.
TO CHANGE.
TO SPEAK.
TO RUN.

PRESENT TENSE.	PAST TENSE.	PARTICIPLE ACTIVE.	PARTICIPLE PASSIVE.
Turn,	turned,	turning,	turned.
Change,	changed,	changing,	changed.
Speak,	spoke (or spoke),	speaking,	spoken.
Run,	ran,	running,	run.

133. The various inflexions of the **VERB** will be best seen from the following tabular views of them, the whole of which must be carefully committed to memory.

TO TURN.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	1. I	turn.
	2. Thou	turnest.
	3. He, She, or It	turns (or turneth).
<i>Plural.</i>	1. We	turn.
	2. Ye (or You)	turn.
	3. They	turn.

PAST TENSE.

<i>Singular.</i>	1. I	turned.
	2. Thou	turnedst.
	3. He, She, or It	turned.
<i>Plural.</i>	1. We	turned.
	2. Ye (or You)	turned.
	3. They	turned.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	1, 2, &c. (If) I, Thou, &c.	turn.
<i>Plural.</i>	1, 2, &c. (If) We, Ye, &c.	turn.

PAST TENSE.

<i>Singular.</i>	1, 2, &c. (If) I, Thou, &c.	turned.
<i>Plural.</i>	1, 2, &c. (If) We, Ye, &c.	turned.

IMPERATIVE MOOD.

Singular and Plural. turn (thou, &c.).

INFINITIVE MOOD.

(to) turn.

PARTICIPLES.

Active. turning.

Passive. turned.

GERUND.

turning.

TO CHANGE, &c.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Sing.</i> 1. I.....	change,	speak,	run.
2. Thou	changeſt,	ſpeakeſt,	runneſt.
3. He, She, or It.....	changes	ſpeaks	runs
	(or changeſt),	(or ſpeaketh),	(or runneth).
<i>Plur.</i> 1. We.....	change,	ſpeak,	run.
2. Ye (or You).....	change,	ſpeak,	run.
3. They	change,	ſpeak,	run.

PAST TENSE.

<i>Sing.</i> 1. I.....	changed,	ſpoke,	ran.
2. Thou	changedſt,	ſpokeſt,	ranneſt.
3. He, She, or It.....	changed,	ſpoke,	ran.
<i>Plur.</i> 1. We.....	changed,	ſpoke,	ran.
2. Ye (or You).....	changed,	ſpoke,	ran.
3. They	changed,	ſpoke,	ran.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Sing.</i> 1, 2, &c. (If) I, Thou, &c....	change,	ſpeak,	run.
<i>Plur.</i> 1, 2, &c. (If) We, Ye, &c....	change,	ſpeak,	run.

PAST TENSE.

<i>Sing.</i> 1, 2, &c. (If) I, Thou, &c....	changed,	ſpoke,	ran.
<i>Plur.</i> 1, 2, &c. (If) We, Ye, &c....	changed,	ſpoke,	ran.

IMPERATIVE MOOD.

Sing. and Plur. change (thou, &c.), ſpeak (thou, &c.), run (thou, &c.).

INFINITIVE MOOD.

(to) change, (to) ſpeak, (to) run.

PARTICIPLES.

Active. changing, ſpeaking, running.
Paſſive. changed, ſpoken, run.

GERUND.

changing, ſpeaking, running.

EXERCISE XLIII.

(1.) Inflect each of the following, after the model on page 56 :—

1. Learn.	7. Command.
2. Call.	8. Obey.
3. Form.	9. Fear.
4. Defend.	10. Add.
5. Join.	11. Lift.
6. Follow.	12. Walk.

(2.) Inflect each of the following, after its appropriate model on page 57 :—

1. Love.	7. Break.	13. Begin.
2. Breathe.	8. Steal.	14. Get.
3. Move.	9. Eat.	15. Sit.
4. Rejoice.	10. Grow.	16. Put.
5. Smile.	11. Sing.	17. Swim.
6. Invite.	12. Write.	18. Tread.

(3.) Inflect each of the following, after the model on page 56, but doubling the last consonant before each syllabic inflexion :—

1. Admit.	4. Prefer.
2. Shun.	5. Beg.
3. Rob.	6. Enrol.

134. When two verbs are used in combination, the latter of the two is generally in the infinitive mood—that part of the verb thus serving the purpose of an objective governed by the other verb ; as :—

“ I love to *listen*.”
 “ If you do *go*.”
 “ He can *speak*.”

Here the infinitive “*listen*” is like an objective to the verb “love ;” “*go*” an objective to “do ;” and “*speak*” to “can.”

N.B.—The preposition “*to*,” the usual sign of the infinitive mood, is omitted after a few verbs, such as *bid, dare, do, feel, hear, know, let, make, see*, and the auxiliary verbs. (See § 137.)

135. The infinitive is also used as the nominative to a verb ; thus :—

“ *To err* is human.”
 “ *To have* done so deserves praise.”
 “ *To conclude*, I shall only remark,” &c.

* SYNTAX—Rule XI.—One verb governs another in the infinitive mood.

Here the infinitives "to err" and "to have" stand each as the nominative to a verb,* and the infinitive "to conclude" may be explained by supplying the words "this is," when the infinitive would appear as the nominative in connection with the verb *is*; thus:—

"*This is to conclude.*"

This last use of the infinitive, however, is by some described as that mood used independently. There is a similar use of the gerund; thus:—

"*Strictly speaking,* both answers are wrong."

136. When a verb is in the indicative, subjunctive, or imperative mood, it is said to be **Finite**, as being limited (Latin, *finis*, "a limit") by tense, person, and number.

137. **Verbs Auxiliary.**—A few verbs are used only in connection with some other verb; thus:—

"*We shall turn.*"

"*He will turn.*"

"*You may turn.*"

"*He can turn.*"

"*They must turn.*"

"*I shall have turned.*"

By means of the words *shall, will, may, can, must, &c.*, joined in a particular way to some other verb (*turn*), certain varieties of expression are obtained, for which the English verb has no inflexions. Hence these helping words are sometimes styled verbs **auxiliary** (Latin, *auxilium*, "help"), and the forms of expression in which they occur get the name of **compound tenses**.

[As, in parsing, some prefer to use the **Composite** form of the **VERB**, a scheme of it, embracing all the more common combinations of tense and mood, is given at the end, pp. 94 and 95.]

In parsing, however, it is much simpler to take each word separately; thus:—

We shall turn.

We	Pron. pers. 1st, m. or f., plur., nom. to <i>shall</i> .
shall	Verb intrans., indic., pres., 1st plur.
turn	Verb intrans., infin., reg., construed with <i>shall</i> .

* **SYNTAX**—Rule **XII.**—The infinitive mood may form the nominative to a finite verb.

138. As these so-called auxiliary verbs are rather irregular in their inflexions, they are given here in full :—

INDICATIVE MOOD.

PRESENT TENSE.

<i>Sing.</i> 1. I.....	shall,	will,	may,	can,	must.
2. Thou.....	shalt,	wilt,	mayest,	canst,	must.
3. He, She, or It.....	shall,	will,	may,	can,	must.
<i>Plur.</i> 1. We.....	shall,	will,	may,	can,	must.
2. Ye (You).....	shall,	will,	may,	can,	must.
3. They.....	shall,	will,	may,	can,	must.

PAST TENSE.

<i>Sing.</i> 1. I	should,	would,	might,	could,	must.
2. Thou	shouldst,	wouldst,	mightst,	couldst,	must.
3. He, She, or It.....	should,	would,	might,	could,	must.
<i>Plur.</i> 1. We	should,	would,	might,	could,	must.
2. Ye (You)	should,	would,	might,	could,	must.
3. They	should,	would,	might,	could,	must.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Sing.</i> 1, 2, &c. (If) I, } Thou, &c. }	shall,	will,	may,	can,	must.
<i>Plur.</i> 1, 2, &c. (If) We, } Ye, &c. ... }	shall,	will,	may,	can,	must.

PAST TENSE.

<i>Sing.</i> 1. (If) I.....	should,	would,	might,	could,	must.
2. Thou	should,	would,	might,	could,	must.
3. He, She, or It	should,	would,	might,	could,	must.
<i>Plur.</i> 1, 2, &c. (If) We, } Ye, &c. ... }	should,	would,	might,	could,	must.

N.B.—These verbs, as auxiliaries, are not used in the Imperative and Infinitive moods, &c. The verb *will*, as a principal verb, has all the regular inflexions; thus :—

Will, willed, willing, willed.

In expressing simple futurity, a distinction is observed in the use of *shall* and *will* for the different persons, the former being used for the first persons, the latter for the other persons; thus :—

<i>Sing.</i>	<i>Plur.</i>
1. I.....	We.....
2. Thou.....	Ye.....
3. He, &c.....	They.....
shall turn.	shall turn.
wilt turn.	will turn.
will turn.	will turn.

139. The verbs *am*, *have*, and *do*, also frequently (though not exclusively) used as auxiliaries, are inflected as follows :—

INDICATIVE MOOD.

PRESENT TENSE.

<i>Sing.</i> 1. I	<i>am</i> ,	<i>have</i> ,	<i>do</i> .
2. Thou	<i>art</i> ,	<i>hast</i> ,	<i>dost</i> .
3. He, She, or It.....	<i>is</i> ,	<i>has</i>	<i>does</i>
		(or <i>hath</i>),	(or <i>doth</i>).
<i>Plur.</i> 1. We	<i>are</i> ,	<i>have</i> ,	<i>do</i> .
2. Ye (You).....	<i>are</i> ,	<i>have</i> ,	<i>do</i> .
3. They	<i>are</i> ,	<i>have</i> ,	<i>do</i> .

PAST TENSE.

<i>Sing.</i> 1. I	<i>was</i> ,	<i>had</i> ,	<i>did</i> .
2. Thou	<i>wast</i> ,	<i>hadst</i> ,	<i>didst</i> .
3. He, She, or It.....	<i>was</i> ,	<i>had</i> ,	<i>did</i> .
<i>Plur.</i> 1. We	<i>were</i> ,	<i>had</i> ,	<i>did</i> .
2. Ye (You).....	<i>were</i> ,	<i>had</i> ,	<i>did</i> .
3. They	<i>were</i> ,	<i>had</i> ,	<i>did</i> .

SUBJUNCTIVE MOOD.

PRESENT TENSE.

<i>Sing.</i> 1, 2, &c. (If) I, Thou, &c....	<i>be</i> ,	<i>have</i> ,	<i>do</i> .
<i>Plur.</i> 1, 2, &c. (If) We, Ye, &c....	<i>be</i> ,	<i>have</i> ,	<i>do</i> .

PAST TENSE.

<i>Sing.</i> 1. (If) I.....	<i>were</i> ,	<i>had</i> ,	<i>did</i> .
2. Thou	<i>wert</i> ,	<i>had</i> ,	<i>did</i> .
3. He, She, or It.....	<i>were</i> ,	<i>had</i> ,	<i>did</i> .
<i>Plur.</i> 1, 2, &c. (If) We, Ye, &c....	<i>were</i> ,	<i>had</i> ,	<i>did</i> .

IMPERATIVE MOOD.

<i>Sing.</i> and <i>Plur.</i>	<i>be</i>	<i>have</i>	<i>do</i>
	(thou, &c.),	(thou, &c.),	(thou, &c.).

INFINITIVE MOOD.

(to) *be*, (to) *have*, (to) *do*.

PARTICIPLES.

<i>Active</i>	<i>being</i> ,	<i>having</i> ,	<i>doing</i> .
<i>Passive</i>	<i>been</i> ,	<i>had</i> ,	<i>done</i> .

GERUNDS.

being, *having*, *doing*.

140. The verb "to be" differs from other verbs in taking a nominative after it, as well as before, both words referring to the same person or thing; thus:—

"*He* is king."

"*To steal* is a crime."

He is here the nominative to the verb *is*, and *king* is said to be the nominative after the verb *is*. So with *to steal* and *crime*, in the second example.

A few other verbs of a like nature with the verb "to be" are used in the same way. The infinitive mood of such verbs may also have an objective both before and after it; thus:—

"*He* became a scholar."

"I know *him* to be a scholar."

Here, in the first example, *he* is the nominative to the verb *became*, and *scholar* is the nominative after *became*, which, as here used, does not govern the objective. In the second example, *him* and *scholar* are both in the objective, with "to be" intervening.*

141. **Inverted Order.**—The usual order of words in a sentence is—first, the subject or nominative; next, the verb; and lastly (when necessary), the objective.

(i.) But it often happens that this order is not adhered to; thus:—

"*Him* ye trusted," for "*Ye* trusted *him*."

"*Eyes* have they," for "*They* have *eyes*."

(ii.) In questions, also, the nominative generally follows its verb, and the objective often precedes it; thus:—

(1.) "*Heard ye* the sound?"

(2.) "*Does he* want me?"

(3.) "*Whom* does he want?"

(iii.) In the imperative mood the nominative follows the verb—that is, when any nominative is expressed (for it is frequently omitted); thus:—

"*Hear ye* my words."

Before attempting to parse an inverted sentence, the pupil ought first to put it in the usual order.

* SYNTAX—Rule XIII.—The verb "to be" has the same case after it as before it.

142. The answer to a question being generally elliptical, the words necessary to complete the sense must in all such cases be carefully supplied from the terms of the question, before parsing; thus:—

"Who brought this book?" "James." (That is, "James brought it.")
 "What did you find?" "A knife." (That is, "I found a knife.")
 "Where are you going?" "Home." (That is, "I am going to home.")

EXERCISE XLIV.

(1.) Tell the **mood, tense, person, and number** of the following verbs; thus:—

We asked him to go.

asked go	Verb trans., indic., past, 1st plur. Verb intrans., infin., constr. with <i>asked</i> .
-------------	--

1. I served. 2. We gather. 3. They defend. 4. Thou commandest.
 5. He obeys. 6. They believe. 7. Ye believed. 8. Believest thou?
 9. Turn ye. 10. She called. 11. If he obey. 12. Thou shunnedst.
 13. Whither walk we? 14. Shun folly. 15. They enrolled. 16. Stumbledst thou?
 17. It divides. 18. I loved. 19. Move we on. 20. If thou be he.
 21. Believe it not. 22. I wish to go. 23. You are changed.
 24. Does he intend to speak? 25. It is to be written. 26. Though thou wert to speak, he would not hear.
 27. So be it. 28. Unless he come, we stay. 29. She helps us. 30. She who helps us deserves thanks.
 31. You helped us. 32. You who helped us deserved thanks. 33. They will help us.
 34. They who will help us shall be rewarded. 35. I saw it. 36. I, who saw it, could not be mistaken.

(2.) Distinguish the **participle (active)** from the **gerund**:—

1. Are you going? 2. He was writing a letter. 3. You deserve praise for writing this letter.
 4. The man was caught in the act of stealing a watch. 5. Throwing their muskets aside, after firing them once, the clansmen rushed upon the foe.
 6. Brandishing their broadswords, they swept through the already wavering ranks, giving them no time for rallying. 7. I saw him walking in the garden, and looking at the men who were engaged in pruning the trees.
 8. Coming from the same village, and knowing his earnest character, I could not help wishing him success. 9. There is no denying the fact of his having occupied most of his time in relieving the wants of suffering humanity.
 10. Several girls were sewing by hand, others working at sewing-machines, both methods producing the most beautiful specimens of sewing; though the process of sewing plain work with the common needle appeared a tedious one compared with the other.

(3.) Distinguish the **past tense** from the **participle (passive)**:—

1. I joined. 2. I joined together the parts that were cracked. 3. The parts that you cracked will be joined. 4. He defended his post to the

last, and fell severely wounded. 5. The post which he defended, was defended in vain. 6. You asked for help in the good work, and we have sent help. 7. What was lost has been found. 8. We found the book that was lost. 9. Having lost his book, he searched till he found it. 10. The book which he lost was found after we had searched for it. 11. The pupil found most proficient shall get the prize. 12. The post office, originally set up for the transmission of government despatches, continued so for many years, but at length the privilege was extended to private individuals, and in 1637 regular rates of postage were fixed according to distance, a system which continued in force till 1840, when, at Mr. Rowland Hill's suggestion, a uniform rate was established irrespective of distance, but calculated according to the weight of the letter or packet carried.

EXERCISE XLV.

(1.) Parse fully the answers in the following :—

1. Who sent you, my boy? My father.
2. What have you there? A newspaper.
3. What do you wish to show me? An advertisement.
4. On what page is it? The sixth.
5. In whose name? Yours, sir.
6. What is it about? A situation.
7. Of what sort? Shop-boy.
8. In what department? Wholesale.
9. Have you any references? Yes, several: Messrs. Smart and Steady, Messrs. Trueman Brothers.
10. Very well: can you conveniently call again to-morrow? Certainly.

(2.) Parse the following extracts in full :—

1. Me damp horror chilled.—MILTON.
 2. Soars thy presumption then so high?—SCOTT.
 3. Silver and gold have I none; but such as I have, give I thee.—**ENGLISH BIBLE.**
 4. There thronged the citizens, with terror dumb.—BYRON.
 5. Lands he could measure, terms and tides presage.—GOLDSMITH.
 6. Time but the impression deeper makes,
As streams their channels deeper wear.—BURNS.
 7. His soul proud science never taught to stray
Far as the solar walk or Milky-Way.—POPE.
 8. The Stuart sceptre well she swayed, but the sword she could
not wield.—H. G. BELL.
 9. Rich were the sable robes she wore.—ID.
 10. Lap me in soft Lydian airs,
Married to immortal verse;
Such as the meeting soul may pierce.—MILTON.
-

EXERCISE XLVI.

Parse fully the **pronouns** in the following :—

1. The boy who saw me was standing. 2. The boy whom I saw was standing. 3. The boy, who, I saw, was standing, told me. 4. The boy whose face I saw was standing. 5. The boys whom I saw were standing. 6. The ladies, who, I saw, were standing, looked round.
7. Fairest and best adorned is she,
Whose clothing is humility.
8. The man that I met went away. 9. Uneasy lies the head that wears a crown. 10. The book which was lost has been found. 11. The cow which you lost has been found. 12. It is the fault of him that first set the example. 13. It is his fault that first set the example.
14. Speech is morning to the mind;
It spreads the beauteous images abroad,
Which else lie furled and clouded in the soul.
15. There are some boys whose chief wish seems to be, "All play and no work." 16. Who that has the heart of a man would refuse such a trifle to one whom it is in his power to help? 17. Let us send the person whom we can depend upon. 18. The men who said so saw with their own eyes what happened. 19. It is too late to think of anything but what cannot be dispensed with.
20. Oh what a tangled web we weave,
When once we practise to deceive!
21. He has been successful, which is more than we expected. 22. It is your parents and your home that you should first consider. 23. Even we, who saw the whole affair, cannot tell how it happened. 24. All is not gold that glitters.
25. The snorting beast began to trot,
Which galled him in his seat.
26. Generally, people enjoy most those comforts which are the fruit of their own labours. 27. Who shall say what work and works this England has yet to do? Thou seest them there: part of them stand done and visible to the eye: even these thou canst not name; how much less others, still matter of prophecy only? 28. War is a game which, were their subjects wise, kings should not play at. 29. "Paradise Lost," one of the grandest poems in any language, was written by John Milton, than whom no bard has ever sung in higher strains.
30. What we always put off doing
Clearly we shall never do.

EXERCISE XLVII.

Parse fully the **pronouns (relative)** in the following :—

1. These are the very boys that you saw. 2. These are the same boys as you saw. 3. Is this the lady who was mentioned in your letter? 4. Is

this the same lady as was mentioned in your letter? 5. The gentleman will reward such boys as do well. 6. They are such persons as they have always been, though not such as you and I thought them. 7. I shall bring the same book as we had yesterday. 8. We are such stuff as dreams are made of.

9. Man, proud man,
Dressed in a little brief authority,
Plays such fantastic tricks before high Heaven
As make the angels weep.

10. There was not one single child but (i.e. *who ... not*) passed. 11. Scarcely a flower but yields its own sweet perfume. 12. Were none absent but could give a good excuse?

13. There's not the smallest orb which thou beholdest,
But in his motion like an angel sings.

EXERCISE XLVIII.

In the following sentences, supply (where understood—see § 117), and parse fully, the **pronouns (relative)** :—

1. He finished the work he undertook. 2. The boy you want will be here immediately. 3. All the scholars he presented I found exceedingly well prepared. 4. I am the person you spoke of. 5. The pen you gave me is broken, a circumstance I regret much.

6. Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught.

7. I shall bring as early as possible the intelligence you desire. 8. We have few faults that are not more pardonable than the means we use to hide them.

9. Oh! many a shaft, at random sent,
Finds mark the archer never meant.

10. 'Tis the sunset of life gives me mystical lore. 11. There are more stars in the sky than can be numbered. 12. 'Tis virtue makes the bliss where'er we dwell.

13. Shrine of the mighty! can it be,
That this is all remains of thee?

CONJUGATION OF VERBS.

143. When we state the **principal parts** of a verb (§ 132), we are said to **conjugate** that verb.

144. These principal parts are not formed in the same way in all verbs.

145. The most common ending for the past tense is *-ed*. The

conjugation of those verbs that have their past tense and participle passive both ending in *-ed*, is termed **Regular**; thus :—

PRESENT TENSE.	PAST TENSE.	PARTICIPLE PASSIVE.
Turn, Change,	turned, changed,	turned. changed.

146. The conjugation of those verbs that do not take *-ed* in the past tense and participle passive is termed **Irregular**; thus :—

PRESENT TENSE.	PAST TENSE.	PARTICIPLE PASSIVE.
Speak, Run,	spoke, ran,	spoken. run.

147. The following lists of Irregular Conjugations should be carefully committed to memory.

Irregular Conjugations.

148. (1.) Verbs regular, except in the participle passive,* which ends in *-n*, or *-en* :—

PRESENT TENSE.	PAST TENSE.	PART. AOT.	PART. PASS.
Grave,	graved,	graving,	graven.
Lade,	laded,	lading,	laden.
Mow,	mowed,	mowing,	mown.
Rive,	rived,	riuing,	riuen.
Saw,	sawed,	sawing,	sawn.
Seethe,	seethed,	seething,	sodden.
Sew,	sewed,	sewing,	sewn.
Shew,	shewed,	shewing,	shewn.
Show,	showed,	showing,	shown.
Sow,	sowed,	sowing,	sown.
Straw,	strawed,	strawing,	strawn.
Strew,	strewed,	strewing,	strewn.
Strow,	strowed,	strowing,	strown.
Swell,	swelled,	swelling,	swollen.
Wax,	waxed,	waxing,	waxen.

* Also wholly regular.

(II.) Verbs chiefly forming the past tense by a change of vowel, and the participle passive in -n, or -en :—

PRESENT TENSE.	PAST TENSE.	PART. ACT.	PART. PASS.
Begin,	began,	beginning,	begun.
Bid (<i>order</i>),	bade,	bidding,	bidden (bid).
Bite,	bit,	biting,	bitten (bit).
Break,	broke (brake),	breaking,	broken.
Bear (<i>carry</i>),	bore (bare),	bearing,	borne.
Bear (<i>give birth</i>),	bore (bare),	bearing,	born.
Blow,	blew,	blowing,	blown.
Chide,	chid,	chiding,	chidden.
Choose,	chose,	choosing,	chosen.
Come,	came,	coming,	come.
Draw,	drew,	drawing,	drawn.
Drive,	drove,	driving,	driven.
Eat,	ate,	eating,	eaten.
Fall,	fell,	falling,	fallen.
Forbid,	forbade,	forbidding,	forbidden.
Forget,	forgot,	forgetting,	forgotten (forgot).
Forgive,	forgave,	forgiving,	forgiven.
Forsake,	forsook,	forsaking,	forsaken.
Freeze,	froze,	freezing,	frozen.
Get,	got,	getting,	gotten (got).
Give,	gave,	giving,	given.
Grow,	grew,	growing,	grown.
Hide,	hid,	hiding,	hidden (hid).
Hold,	held,	holding,	held (holden).
Know,	knew,	knowing,	known.
Lie,	lay,	lying,	lain.
Ride,	rode,	riding,	ridden.
Rise,	rose,	rising,	risen.
See,	saw,	seeing,	seen.
Shake,	shook,	shaking,	shaken.
Shrink,	shrank (shrunken),	shrinking,	shrunk (shrunken).
Slay,	slew,	slaying,	slain.
Smite,	smote,	smiting,	smitten.
Speak,	spoke (spake),	speaking,	spoken.
Steal,	stole,	stealing,	stolen.
Stride,	strode,	striding,	stridden.
Strike,	struck,	striking,	stricken (struck).
Strive,	strove,	striving,	striven.
Swear,	swore (sware),	swearing,	sworn.
Tear,	tore,	tearing,	torn.
Thrive,	throve,	thriving,	thriven.
Tread,	trod,	treading,	trodden.
Wear,	wore,	wearing,	worn.
Weave,	wove,	weaving,	woven.
Write,	wrote,	writing,	written.

(III.) Verbs having the past tense and participle passive alike, and formed chiefly by a change of vowel :—

PRESENT TENSE.	PAST TENSE.	PART. ACT.	PART. PASS.
Abide,	abode,	abiding,	abode.
Awake,*	awoke,	awaking,	awoke.
Behold,	beheld,	beholding,	beheld.
Bereave,*	bereft,	bereaving,	bereft.
Beseech,	besought,	beseeching,	besought.
Bind,	bound,	binding,	bound.
Bleed,	bled,	bleeding,	bled.
Breed,	bred,	breeding,	bred.
Bring,	brought,	bringing,	brought.
Buy,	bought,	buying,	bought.
Catch,	caught,	catching,	caught.
Cleave (<i>split</i>),	cleft,	cleaving,	cleft.
Cling,	clung,	clinging,	clung.
Creep,	crept,	creeping,	crept.
Dare (<i>venture</i>),	durst,	daring,	dared (durst).
Deal,	dealt,	dealing,	dealt.
Dig,	dug,	digging,	dug.
Dream,*	dreamt,	dreaming,	dreamt.
Drink,	drank,	drinking,	drank (drunk).
Feed,	fed,	feeding,	fed.
Feel,	felt,	feeling,	felt.
Fight,	fought,	fighting,	fought.
Find,	found,	finding,	found.
Flee,	fled,	fleeing,	fled.
Fling,	flung,	flinging,	flung.
Grind,	ground,	grinding,	ground.
Hang,*	hung,	hanging,	hung.
Have,	had,	having,	had.
Hear,	heard,	hearing,	heard.
Keep,	kept,	keeping,	kept.
Kneel,*	knelt,	kneeling,	knelt.
Lay,	laid,	laying,	laid.
Lead,	led,	leading,	led.
Leave,	left,	leaving,	left.
Light,*	lit,	lighting,	lit.
Lose,	lost,	losing,	lost.
Make,	made,	making,	made.
Mean,	meant,	meaning,	meant.
Meet,	met,	meeting,	met.
Read,	read,	reading,	read.
Reave,	reft,	reaving,	reft.
Ring,	rung (rang),	ringing,	rung.

* Also regular.

PRESENT TENSE.	PAST TENSE.	PART. ACT.	PART. PASS.
Say,	said,	saying,	said.
Seek,	sought,	seeking,	sought.
Sell,	sold,	selling,	sold.
Shine,	shone,	shining,	shone.
Shoe,	shod,	shoeing,	shod.
Shoot,	shot,	shooting,	shot.
Sing,	sang (sung),	singing,	sung.
Sink,	sank (sunk),	sinking,	sunk.
Sit,	sat,	sitting,	sat.
Sleep,	slept,	sleeping,	slept.
Slide,	slid,	sliding,	slid (slidden).
Sling,	slung,	slinging,	slung.
Slink,	slunk (slank),	slinking,	slunk.
Spin,	spun,	spinning,	spun.
Spit,	spat (spit),	spitting,	spit.
Spring,	sprung (sprang),	springing,	sprung.
Stand,	stood,	standing,	stood.
Stick,	stuck,	sticking,	stuck.
Sting,	stung,	stinging,	stung.
Stink,	stunk (stank),	stinking,	stunk.
String,	strung,	stringing,	strung.
Sweep,	swept,	sweeping,	swept.
Swing,	swung,	swinging,	swung.
Teach,	taught,	teaching,	taught.
Tell,	told,	telling,	told.
Wake,*	woke,	waking,	woke.
Win,	won,	winning,	won.
Wind,	wound,	winding,	wound.
Wring,	wrung,	wringing,	wrung.

(iv.) Verbs having no change in the conjugation :—

PRESENT TENSE.	PAST TENSE.	PART. ACT.	PART. PASS.
Beat,	beat,	beating,	beat (or beaten).
Bet,*	bet,	betting,	bet.
Bid (<i>at a sale</i>),	bid,	bidding,	bid.
Burst,	burst,	bursting,	burst.

So also *cast, cost, cut, hit, hurt, knit, let, put, rid, set, shed, shred, shut, slit, split, spread, thrust, wed.**

(v.) A few verbs want one or more of the principal parts. These are also termed verbs **Defective**; as,—

PRESENT TENSE.	PAST TENSE.	PART. ACT.	PART. PASS.
Can,	could,	—	—
May,	might,	—	—
Must,	must,	—	—

* Also regular.

PRESENT TENSE.	PAST TENSE.	PART. ACT.	PART. PASS.
Shall,	should,	—	—
Will,	would,	[willing,]	[willed.]
Ought,	ought,	—	—
Quoth,	quoth,	—	—
List,	—	—	—
Trow,	—	—	—
Wis,	wist,	—	—
Wit (or wot),	wot,	[witting,]	—
Wont,	—	—	—

EXERCISE XLIX.

(1.) Inflect the following verbs through all the moods and tenses :—

1. Know. 2. Tell. 3. Drive. 4. Stand. 5. Teach. 6. Read. 7. Rise.
8. Ring. 9. Spin. 10. Cut.

(2.) Tell the person, number, tense, and mood of each verb, and state whether **regular** or **irregular**, **transitive** or **intransitive**; thus :—

I read the story; he listened.

read	Verb trans., indic., past, 1st sing., irreg. <i>read, read, reading, read</i> , constr. with <i>I</i> .
listened	Verb intrans., indic., past, 3rd sing., reg. <i>listen, -ed, -ing, -ed</i> , constr. with <i>he</i> .

1. They sit. 2. We walked. 3. He gained a prize. 4. Thou camest.
5. It fell. 6. Hearest thou? 7. I obey. 8. Lead on; I follow. 9. He prepared to go. 10. Turn we now to other matters. 11. If it arrive, I intend to give it to my son. 12. Have the goodness to stand back. 13. Ye have come. 14. He may have come. 15. I shall be under the necessity of stating the facts. 16. They could hardly have done so. 17. She might at least say what she means. 18. Ought we to let them shed blood? 19. Thou wilt put thyself right. 20. He must find them hard to teach. 21. They are to be sent back. 22. Have they been shut out? 23. I should be apt to lose the opportunity of buying what I was told to buy. 24. We do not sing often. 25. Dost thou seek to win glory? 26. It ought to be forbidden, should thou by so doing hurt thy fellow-man. 27. I have nothing more to tell. 28. If he be there, what will become of you? 29. Let us do our duty. 30. We wist not how they went. 31. May we do evil that good may come? 32. I trow not. 33. Quoth he, "Give us to eat, dame." 34. Thou wilt not that any of Thy creatures should perish. 35. Take my advice, sir: do what you ought, come what may. 36. I would also recommend you—command your temper, lest it command you.

(3.) Parse separately and fully each verb in the following :—

1. He may send it. 2. Shall we proceed? 3. I ought to have gone.
4. Where did he place them? 5. He might have let me know. 6. Did you hear him speak? 7. I durst not do so. 8. We saw them arrive.
9. Bid the labourers set down their tools. 10. I never knew it happen so.
11. Ah! sterner hearts alone may feel
The wound that time can never heal.
12. If I were sent, I should lose no time in going. 13. Retire; I will take care thou mayest with safety. 14. That house will have been finished long before you are ready to begin. 15. Thou must keep thee with thy sword. 16. Ambition should be made of sterner stuff. 17. Come when you will, I shall be prepared to meet you. 18. Come, if thou dare.
19. To James at Stirling let us go,
When, if thou wilt be still his foe,
Or, if the king shall not agree
To grant thee grace and pardon free,
I plight mine honour, oath, and word,
That, to thy native strengths restored,
With each advantage shalt thou stand,
That aids thee now to guard thy land.
20. Attach thee firmly to the virtuous deeds
And offices of life; to life itself,
With all its vain and transient joys, sit loose.

EXERCISE L.

(1.) Insert suitable verbs :—

1. There an amusing story of two martins. 2. One spring, on back to their old nest, they a sparrow already possession of it as her own. 3. When the martins to in, the sparrow at them, and not the nest. 4. The swallows some of their companions to their aid; but, ... what they, they not the sparrow 5. At last they away, and the sparrow (that, if sparrows) that they her to the nest in quiet. 6. But the next day they all back. 7. There more than a hundred martins, and each a bit of clay in its beak. 8. Then they to work, and up the door of the nest with the clay; so that the poor sparrow not out, and of course from want of food and air!

(2.) Conjugate each of the verbs inserted in the above Exercise.

EXERCISE LI.

Correct the errors in the following :—

1. I has wrote this few lines.
2. My little man, you pays your money and you takes your choice.
3. He begun to talk about learning me to sing song's.

4. I and he was very well acquaint.
5. Shall you give I that five shillings?
6. The bakers boy have broke an window.
7. Let you and I
The battle try.
8. There is, I were told particular, twenty peoples to be fined.
9. The thieves was caughted whose stoled the oxes.
10. It were me that done it.
11. They has neither ate nor drank.
12. Mine cloak were hanged up on it's peg.
13. Them which speaks such, be teachd dreadful bad.
14. Whom think ye that me am?
15. She speak worsor than him.
16. Blow ye, blow ye, gentle breezes,
All along the leafy treeses :
Sing ye, sing ye, heavenly muses,
While I mends my boots and shoeses !
17. Them poets sometime writes beautiful.
18. These are the most funnyest lesson whom us has never gotten !

V.—THE ADVERB.

149. An **Adverb** is a word used to modify a statement, generally expressing *how*, *when*, or *where* something is done ; as, "He *always* goes *quickly* *homewards*." (See § 24.)

150. Though chiefly joined to verbs, the adverb—especially a variety expressing *degree* (that is, *how much* or *how little*)—is often found modifying the meaning of adjectives or other adverbs ; as, "I am *more* glad ;" "I am *very* glad ;" "I will *most* gladly come."*

151. Sometimes, indeed, we find adverbs joined apparently to other parts of speech than a verb, adjective, or other adverb ; but a little consideration will show that they are so only in appearance. For example :—

- (1.) "Think of that man, *once* a drudge, *now* the employer of thousands." (To a noun?)
- (2.) "I came *shortly* before the time, *much* against my will." (To a preposition?)
- (3.) "He would not go, *even* though I offered to pay him, *chiefly* because he was tired." (To a conjunction?)

* **SYNTAX**—Rule XIV.—Adverbs are joined to verbs, adjectives, and other adverbs.

These and similar uses of the adverb may be explained thus :—
 (1.) The adverbs *once* and *now*, as employed above, may be referred to a verb understood—"once [being] a drudge," or "[who was] once a drudge," &c. ; (2.) The adverbs *shortly* and *much* may be considered as modifying respectively the adverbial phrases "before the time" and "against my will ;" and (3.) The same may be said of the adverbs *even* and *chiefly*, with reference to the conjunctive clauses before which they severally stand.

152. In ordinary examples, where the adverb seems at first sight to modify the verb, it in reality modifies a whole clause ; thus :—

(1.) "I *never* write with a steel pen."

(2.) "He walked the first half of the journey *slowly*, the remainder *quickly*."

Now it is evident that *never* does not here modify the verb *write* alone, for that would imply that "I never write *at all*." it modifies the whole clause "write with a steel pen." So with *slowly* and *quickly* as applied to the expression "walked," &c.

153. Adverbs may be classified as follows :—

(I.) Those that tell **HOW**, are termed adverbs of **manner** ; as, *slowly, greatly, easily ; also, as, thus, so, yes, accordingly, why.*

(II.) Those that tell **WHEN**, are termed adverbs of **time** ; as, *now, ever, never, always, seldom, often, yet, still, immediately, early, once, twice.*

(III.) Those that tell **WHERE**, are termed adverbs of **place** ; as, *here, yonder, there, hence, hither, thence, up, down.*

(IV.) Those that tell **HOW MUCH** or **HOW LITTLE**, are termed adverbs of **degree** ; as *much, very, too, exceedingly, quite, almost, as, so, yes ; no, not, hardly, little, less, scarcely.*

154. A great many adverbs are formed from adjectives by adding the affix *-ly* ; as, *great, greatly ; careful, carefully ; wise, wisely.*

155. **Comparison of Adverbs.**—Some adverbs have inflexions to express degrees of comparison, like adjectives ; as, *fast, faster, fastest ; soon, sooner, soonest ; often, oftener, oftenest.*

A few adverbs are compared irregularly :—

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
Well,	better,	best.
Ill (badly),	worse,	worst.
Much,	more,	most.
Little,	less,	least.
Far,	farther,	farthest.
[Forth,]	further,	furthest.

EXERCISE LII.

(1.) Pick out from reading-lesson the first ten **adverbs**, and tell which class each belongs to, and what it modifies.

(2.) Tell the adverbs in the following, and parse fully ; thus :—

Slowly and sadly we laid him down.

Slowly	Adv. (manner), mod. <i>laid</i> .
sadly	Adv. (manner), mod. <i>laid</i> .
down	Adv. (place), mod. <i>laid</i> .

1. She speaks slowly. 2. She speaks very slowly. 3. She speaks much too fast. 4. The ship sailed quickly. 5. Thomas rose early in the morning, and soon finished his work. 6. Did you call once or twice? 7. How many lines have you written to-day? 8. I am exceedingly well pleased. 9. Be as diligent as you can, and try to finish it as quickly as possible. 10. Does she write neatly? No; quite clumsily. (she writes).

(3.) Correct the following :—

1. He writes good. 2. You walk too rapid. 3. I am high delighted. 4. He loved his comrade very sincere. 5. They were excessive sorrowful. 6. My knife cuts fine. 7. See thou act worthy of thy position. 8. Slow he walked along. 9. We managed it quite easy. 10. She sings lovely and correct.

VI.—THE PREPOSITION.

156. The **Preposition** is a word used to show the relation between a noun or pronoun and some other word ; as “The book *on* the table belongs *to* the boy *at* the top *of* the class.” (See §§ 26 and 71.)

157. It is important to notice that we do not say “by *he*,” but “by *him* ;” that is, that after a preposition we use, not the nominative, but the objective case of a noun or pronoun.*

* **SYNTAX**—Rule XV.—Prepositions connect, and show relation. See Rule II., page 31.

158. As its name implies, the preposition always comes before the word it governs. This is a ready means of distinguishing a preposition from an adverb ; the latter being movable at pleasure to a different position in the sentence, while the former is not. Thus :—

- (1.) "He took *up* the ladder."
 (2.) "He went *up* the ladder."

In the first example we might, without injuring the sense, shift the word *up* to the beginning or the end of the sentence—" *Up* he took the ladder," or, "He took the ladder *up*." But not so in the second example—" *Up* he went the ladder," or "He went the ladder *up*," would not be sense. In the first instance *up* is an adverb ; in the second, a preposition.

LIST OF THE PRINCIPAL PREPOSITIONS.

About.	Around.	Betwixt.	Into.	Towards.
Above.	At.	Beyond.	Near.	Under.
Across.	Athwart.	By.	Of.	Underneath.
After.	Before.	Concerning.	Off.	Until.
Against.	Behind.	Down.	On.	Unto.
Along.	Below.	During.	Over.	Up.
Amid.	Beneath.	Except.	Through.	Upon.
Amidst.	Beside.	For.	Throughout.	With.
Among.	Besides.	From.	Till.	Within.
Amongst.	Between.	In.	To.	Without.

159. Several of these words are used also as adverbs ; thus :—

- "The rabbits are running *about*."
 "I told him that *before*."
 "The horse ran *off*."

160. The words *concerning*, *during*, *except*, and a few others, such as *regarding*, *respecting*, *save*, *touching*, are really verb forms, and in most instances may readily be construed as such ; thus :—"He came *during* the night," that is, "He came, the night *during* (en-during) ;" "All are sold *except* (or *save*) one," that is, "take away" one.

161. Sometimes the preposition is omitted without destroying the meaning ; as, "He sent _{me} a present"—where the preposition *to*

is evidently understood between *sent* and *me*; "He is like [^] his father"—where again *to* is understood between *like* and *father*. So also with such examples as,—“He stayed [^] a week”—that is, “*for* a week;” “I came [^] yesterday”—that is, “*on* yesterday.”

N.B.—Prepositions have no inflexions.

EXERCISE LIII.

(1.) Pick out from reading-lesson the first ten prepositions, and tell the words joined by each.

(2.) Show where a preposition is understood :—

1. I wrote him a long letter. 2. He waited a whole hour. 3. I do not envy you your reputation. 4. He entered sword in hand. 5. They charged him two shillings each dozen copies. 6. Last week a man was fined £5 for leaving his service without giving his employer notice. 7. To-day we seek what yesterday we shunned. 8. Like them, I stood a long way off. 9. She offered me a situation worth £100 a year. 10. You must not move an inch. 11. This book cost me a shilling. 12. The steeple is 90 feet high. 13. Half the lesson is finished.

14. The monarch may forget the crown

That on his head an hour has been.

15. Cowards die many times before their deaths. 16. It was only yesterday that I got home. 17. He can tell us only what he was told himself. 18. I travelled five hours by rail, and slept the whole way. 19. Every time I saw it, I liked it the better.

20. The fatal man might march

Victorious, wreath on head and spoils in hand.

VII.—THE CONJUNCTION.

162. The **Conjunction** is a word used to join statements together; as, “James was praised *and* rewarded; *but* his brother was scolded, *because* he had been lazy.”* (See § 30.)

163. Often, while apparently joining nouns or pronouns together, the conjunction in reality joins two statements; as, “James *and* John have arrived”—equal to, “James has arrived *and* John has arrived;” the word *and* thus joining two distinct verbs.*

* **SYNTAX**—Rule XVI.—Conjunctions connect words, clauses, and sentences.

164. Conjunctions are sometimes distinguished as either **Copulative** or **Contrastive**, according as they merely *join* two statements, or *contrast* them ; thus :—

LIST OF THE PRINCIPAL CONJUNCTIONS.

COPULATIVE.		CONTRASTIVE.	
And.	Since.	Although.	Or.
Because.	That.	But.	Though.
Both.	Therefore.	Either.	Unless.
For.	Wherefore.	Lest.	Then.
If.	Whereas.	Neither.	Whether.
&c.	&c.	Nor.	Yet.

165. A number of other words, occasionally used as conjunctions, are in reality verbs, &c. Thus, *considering*, *except*, *notwithstanding*, *provided*, *supposing*, and such like, are merely verb forms which have come to be employed to do the work of conjunctions.

166. Some so-called conjunctions partake rather of the nature of adverbs ; such as *after*, *as*, *before*, *ere*, *now*, *till*, *until*, *when*, *while*—all of which may be regarded as joined adverbially (TIME) to the verb, though at the same time serving as connectives.

N.B.—Conjunctions have no inflexions.

EXERCISE LIV.

- (1.) Pick out the first ten **conjunctions** in reading-lesson, and tell whether they are *copulative* or *contrastive*, and what words each joins.
- (2.) Tell the parts of speech in first four lines of reading-lesson.

VIII.—THE INTERJECTION.

167. The **Interjection** is a word thrown in amongst other words by way of exclamation, or to express some sudden emotion ; as, "I was happy, *O* ! so happy." (See § 34.)

LIST OF PRINCIPAL INTERJECTIONS.

Ah!	Heigho!	Lo!
Alack!	Ho!	O!
Alas!	Holloa!	Oh!
Avant!	Hurrah!	Paha!
Ha!	Hush!	Tush!
Hail!	Hussa!	Tut!

168. Several other words are used as interjections ; for example, *hark!* (verb); *farewell!* (verb and adverb combined); *what!* (pronoun); &c.

N.B.—Interjections have no inflexions.

EXERCISE LV.

- (1.) Pick out ten interjections in reading-book, and tell the feeling expressed by each.
- (2.) Tell the parts of speech in first four lines of reading-lesson.

PARSING (THIRD PLAN).—Complete.

Speech is a great blessing to mankind ; but, alas ! we too often pervert it.

Speech	Noun com., neut., sing., nom. to <i>is</i> . (Rule I.)
is	Verb subst., indic., pres., 3rd sing., irreg. <i>am, was, being, been</i> , constr. with <i>speech</i> . (IX.)
a	Adj. num., descr. <i>blessing</i> . (VII.)
great	Adj. pos. deg., descr. <i>blessing</i> . (VII.)
blessing	Noun com., neut., sing., nom. after <i>is</i> . (XIII.)
to	Prep., rel. <i>blessing</i> and <i>mankind</i> . (XV.)
mankind ;	Noun col., neut., sing., obj. by <i>to</i> . (II.)
but,	Conj., connec. <i>is</i> with <i>pervert</i> . (XVI.)
alas!	Interjection.
we	Pron. pers. 1st, masc. (or fem.), plur., nom. to <i>pervert</i> . (I.)
too	Adv. (deg.), mod. <i>often</i> . (XIV.)
often	Adv. (time), mod. <i>pervert</i> . (XIV.)
pervert	Verb trans., indic., pres., 1st plur., reg. <i>pervert, -ed, -ing, -ed</i> , constr. with <i>we</i> . (IX.)
it.	Pron. pers. 3rd., neut., sing., obj. by <i>pervert</i> . (II.)

EXERCISE LVI.

Parse according to the Third Plan the sentences in Exercises xxx., xxxiii. (1.), xxxviii. (1.), xxxix. (1.), xliv., xlvi., xlviii., and xlix.

EXERCISE LVII.

Parse the following sentences in full :—

1. We see with the help of our glasses many stars which we do not discern with our naked eye.
2. With advancing years the enjoyments of life diminish, yet the desire of living diminishes not.
3. Blow, blow, thou winter wind;
Thou art not so unkind
As man's ingratitude.
4. Be ye my guides, if there be any way.
5. We have, for the most part, great deference to public opinion.
6. That man deservedly loses his own who covets what is his neighbour's.
7. I come, I come; ye have called me long.
8. As Sir Roger is landlord to the whole congregation, he keeps them in very good order.
9. 'Tis the mind that makes the body rich.
10. Avoid extremes, and shun the fault of such
Who still are pleased too little or too much.
11. In England affairs took a still worse turn during the sovereign's absence.
12. Are you not aware that almost every tree in the garden has been cut and injured by some one with a hatchet?
13. The reader must learn by all means to distinguish between proverbs and those polite speeches which beautify conversation.
14. Always read with a design to lay your mind open to the truth.
15. Give us each day our daily bread.
16. They claim no other liberty than what they wish the whole human race to possess.
17. Drop upon Fox's grave the tear;
'Twill trickle to his rival's bier.
18. I have no respect for titled rank, unless it be accompanied with true nobility of soul.
19. They who conceive that our newspapers are no restraint upon bad men, or impediments to the execution of bad measures, know nothing of this country.
20. High hills, rocks, and banks, formed the borders of this enchanting sheet of water.
21. The joint clamour of their mourning passed the gates of the city :
alas ! how indifferent is the busy crowd to the wailing cry.
22. Other faults in a public speaker are censured and forgotten; but the power of tediousness propagates itself.

PART IV.—ANALYSIS OF SENTENCES.

I.—SUBJECT AND PREDICATE.

169. Dividing a sentence (see §§ 15–18) into its component parts is termed **Analysis** (Greek, “a loosing asunder”).

170. If we examine the following sentences, what do we observe the **Subject** and the **Predicate** severally to consist of?

SUBJECT.	PREDICATE.
(1.) Birds	sing.
(2.) <i>Some</i> birds	sing.
(3.) <i>Some</i> birds	sing <i>melodies</i> .
(4.) <i>Some</i> birds	sing <i>melodies sweetly</i> .
(5.) <i>Some</i> birds of <i>this country</i>	sing <i>melodies sweetly, during the day</i> .

In the first sentence, the subject consists simply of the noun (Birds), which stands as the nominative to the verb, while the predicate consists simply of the verb (sing).

In the second sentence, the nominative (birds) has an adjective (*some*) joined to it.

In the third sentence, the verb (sing) has an objective after it (*melodies*), which serves to complete or limit the meaning.

In the fourth sentence, the verb is further modified by having an adverb (*sweetly*) joined to it.

In the fifth sentence, both parts of the sentence are still further extended or modified by the addition of other words or expressions; as, “*of this country*” in the subject, and “*during the day*” in the predicate.

171. The simple subject of every sentence is either a noun or something equivalent to a noun. It may be :—

- (1.) A noun; as, “*Birds sing*.”
- (2.) A pronoun; as, “*They sing*.”
- (3.) A verb, either in the infinitive or in the gerund form; as, “*To sing is pleasant* ;” or, “*Singing is pleasant*.”

172. The simple predicate is always a verb ; as :—

“ Birds *sing*.”

“ Birds *sing* songs.”

173. The subject (complete), or **NOUN** part of a sentence, may consist of more than the simple nominative ; and the predicate (complete), or **VERB** part, of more than the simple verb.

174. A word or expression added to the noun or the verb is termed an **Adjunct** (Latin, *ad, junctus*, “joined to”). The objective after the verb is termed the **Object**, or the **Completion** of the predicate.

Thus, in the last of the examples (§ 170), the words *some* and *of this country* are **adjuncts** of the subject (birds), while *sweetly* and *during the day* are **adjuncts** of the predicate (sing): *melodies* stands as the **object** or **completion** of the predicate (sing).

175. Several words joined together without a finite verb either expressed or understood, form what is called a **phrase** ; as :—

“ From day to day.”

“ All in vain.”

“ The hour of assembling.”

N.B.—In analysing a sentence, as in parsing one, it is to be borne in mind that whatever words go together in the sense, go together also in the analysis of the sentence.

EXERCISE LVIII.

Tell the **subject** and the **predicate** in the following sentences ; thus :—

- (1.) The bright fire soon warmed our hands.
- (2.) To most schoolboys, the hour for play is generally the most pleasant.
- (3.) How many prizes did you get ?

SUBJECT.	PREDICATE.
(1.) The bright fire	soon warmed our hands.
(2.) The hour for play	is generally the most pleasant, to most schoolboys.
(3.) You	did get how many prizes ?

1. Daylight disappeared. 2. Lightning struck the tree. 3. The tree was struck by lightning. 4. We found it so. 5. It was so found by us. 6. We both ran home fast. 7. Last night, rain began to fall. 8. In a short time, the river became greatly swollen. 9. How cool the air has become ! 10. Where did your brother go ? 11. He started last year for

South Africa. 12. To err is human. 13. Suddenly, with an appalling roar, the lion sprang out of a thicket.

14. How oft the sight of means to do ill deeds,
Makes ill deeds done !

II.—THE SIMPLE SENTENCE.

176. In the sentence, "Some birds sing sweetly," how many verbs (predicates) are there ? Only one—namely, *sing*.

A sentence containing only one predicate is termed a **Simple** sentence.

177. The adjunct of the subject may be—(1.) an adjective, or (2.) a phrase ; as :—

- (1.) "*Most* children like sweetmeats."
(2.) "Children *in most places* like sweetmeats."

178. The adjunct of the predicate may be an adverb or a phrase, expressing either—(1.) time, (2.) place, (3.) manner, or (4.) cause ; thus :—

- (1.) "I shall go *early, to-morrow morning*.".....(Time.)
(2.) "I shall go *to school*.".....(Place.)
(3.) "I shall go *at full speed*.".....(Manner.)
(4.) "I shall go *to repeat my lessons*.".....(Cause.)

EXERCISE LIX.

Tell the **subject** and the **predicate** in each of the following, enclose the **adjuncts** within curved lines, and underline the **objects** ; thus :—

Bright daisies cheer the maiden on her way.

SUBJECT.	PREDICATE.
(Bright) daisies	cheer <u>the maiden</u> (on her way).

1. Warm summer has come at last. 2. The bright sun shines high up in the sky. 3. He has been shining for many hours. 4. The heat of his beams has warmed the clear air. 5. Every tree is covered with green leaves. 6. The garden has many beautiful flowers in full blossom. 7. I see the fruit on the trees. 8. The apples will be ripe soon. 9. We must not eat unripe fruit. 10. How busy the bees are, gathering honey ! 11. They fly from flower to flower.

12. How doth the little busy bee
Improve each shining hour !

EXERCISE LX.

(1.) Tell which of the following are **sentences**, and which mere **phrases** :—

1. After lesson time. 2. School is now over. 3. Going home to dinner.
4. After dinner we shall go to bathe. 5. How warm the water is!
6. Plunge in. 7. Not beyond your depth. 8. Let us return. 9. Are you dressed already?
10. In a hurry to get home. 11. Having our lessons to prepare. 12. Good luck to you!

(2.) Turn each of the following **phrases** into a **simple sentence** ; thus :—

“All in vain.” (*Phrase.*)

“It was all in vain.” (*Simple sentence.*)

1. The horse being saddled. 2. Standing at the door. 3. Ready to start.
4. All in good time. 5. The time to mount. 6. Those wishing to go.
7. Not too far from home. 8. Perhaps late for dinner. 9. Moderate exercise, a promoter of health.
10. The evening growing cold—time to return.

III.—THE COMPLEX SENTENCE.

179. If we examine the following sentences, how many predicates do we find in each?

- (1.) “A scholar who tries generally succeeds.”
- (2.) “A scholar generally succeeds when he tries.”
- (3.) “A scholar generally succeeds in that which he tries.”
- (4.) “A scholar generally finds that he succeeds, if he tries.”

In each of the first three sentences there are *two* predicates ; and in the last there are *three* predicates.

A sentence containing more than one predicate is said to consist of as many **clauses** as there are predicates in the sentence. Thus, in the first of the above examples, there are two **clauses** ; namely :—

- (1.) “A scholar generally succeeds,”
- (2.) “who tries.”

In the last of the examples, there are three **clauses** ; namely :—

- (1.) “A scholar generally finds,”
- (2.) “he succeeds,”
- (3.) “he tries.”

On examination it will be observed, however, that the several clauses in each of the above examples are not of equal importance in

the sentence: there is what may be called the **principal** clause; as, "A scholar generally succeeds," or "A scholar generally finds;" while the remaining clause or clauses may be termed **subordinate**; as "who tries"—"he succeeds."

N.B.—A subordinate clause is generally equal to an adjunct, a subject, or an object, expanded by means of a predicate (finite verb).

180. A sentence containing a principal clause and one or more subordinate clauses, is termed a **Complex** sentence (Lat., "knit together").

181. A subordinate clause, according to the purpose it serves in a sentence, may be:—

(I.) A **Subjective** clause; serving the purpose of a subject to the principal predicate; as:—

"That *you are bound to go*, is clear."

(II.) An **Objective** clause; serving the purpose of an object or completion of the principal predicate; as:—

"He says that *you are bound to go*."

(III.) An **Adjunctive** clause; serving the purpose of an adjunct either to the subject or to the predicate of the principal clause; as:—

"You *that are bound to go* must go."

"You must go, when *you are bound to go*."

182. Two or more subordinate clauses standing in the same relation to the principal clause, are said to be **co-ordinate** with one another; as:—

"You *that have promised and are bound to go*, must go."

"He says that *you promised to go, and must go*."

183. A subordinate clause is generally joined to the principal clause by means of a connecting word (or words) which may be termed the **connective**; thus, in the last example, the word *that* is a connective. Other common connectives for a complex sentence are—*who, which, that* (pronoun rel.); *when, while, since, where, whither, as, how, &c.* (adverb); *because, if, lest, unless, though* (conjunction).

N.B.—The connective is sometimes omitted.

In written analysis, the clauses may be marked I., II., III., &c.; the subject in the first clause may be referred to as I. *s*, the

predicate as *I. p.*, the object as *I. o.*; an adjunct to the subject in the first clause as *I. sa.*; and so on.

EXERCISE LXI.

Analyse the following **complex** sentences; thus:—

The bird that soars on highest wing
Builds on the ground her lowly nest.

KIND OF CLAUSE	SUBJECT	PREDICATE
I. <i>Principal.</i>	The bird	builds on the ground her lowly nest.
II. <i>Subordinate, Adj. to I. s.</i>	} that	soars on highest wing.

1. Autumn is the season that comes after summer. 2. The green leaves that adorned the trees are now fading. 3. We spend our holidays, as much as we can, in the open air. 4. When the sun shines, we shall go into the garden to gather fruit. 5. The reapers whom the farmer engaged have begun to cut the corn. 6. See how the tall stalks wave in the sunshine. 7. I long to taste some of the ripe pears that hang on the trees. 8. We have great reason to be thankful that the harvest is so plentiful. 9. As we eat our food, we should think of Him who causes the corn to grow and ripen. 10. The round harvest moon has risen before the sun has set. 11. That the swallows should know the exact time to go away, is a wonderful thing, clearly proving the guidance of an all-wise Creator.

12. 'Tis sweet, when harvest glories shine,
When glowing clusters load the vine.

EXERCISE LXII.

Analyse the following sentences, distinguishing the **simple** from the **complex**:—

1. The greatest conqueror is he that conquers himself. 2. Never attempt to please everybody. 3. To do so is worse than foolish. 4. The old man who tried to please everybody pleased nobody. 5. The worst consequence was that he lost his ass into the bargain. 6. While he was attempting to carry his ass, the latter, breaking loose, tumbled over a bridge, never to rise again.

7. A word to the wise
Will always suffice.

8. Uneasy lies the head that wears a crown. 9. What a contrast with the scene I left. 10. Congenial with the night, whatever walks is gliding like a spirit.

11. The high moon sails upon her beauteous way,
Serenely smoothing o'er the lofty walls.
12. Unless above himself he can erect himself,
How mean a thing is man !

EXERCISE LXIII.

- (1.) Find or form six **simple** sentences from reading-lesson, and analyse them.
 - (2.) Find or form three **complex** sentences from reading-lesson, and analyse them.
-

IV.—THE COMPOUND SENTENCE.

184. Two or more simple (or complex) sentences, completely independent of one another in construction, may be joined in one by means of a conjunction. (See § 30.)

This forms what is termed a **Compound** sentence ; thus :—

“ The boys read *and* the girls write.”

185. As in the case of the complex sentence, the different sentences composing a **Compound** sentence are termed clauses ; but there is this difference between the two kinds of clauses, that whereas in the complex sentence the clauses have a certain dependence upon one another, in the compound sentence the clauses are of equal force and importance, being merely brought together and joined by a connective word.

186. The clauses of a compound sentence are said to be **co-ordinate** with one another.

187. The word most commonly used to connect the co-ordinate clauses in a compound sentence is the conjunction *and*. The other connectives are—*either, or, neither, nor, but, therefore, for*.

N.B.—Sometimes the connective is omitted altogether ; or, where there are more than two clauses, it is expressed only between the last two ; thus :—

“ The queen entered, the prince followed, *and* the people instantaneously rose to their feet.”

188. In a compound sentence there may be several subjects with only one predicate applicable to the whole of them. Thus, instead of

saying, "The queen entered and the prince entered," we express it shortly, "The queen and the prince entered." (See § 163.)

189. On the other hand, there may be several predicates with only one subject common to the whole of them. Thus, instead of saying, "The queen entered, and the queen advanced to the throne, and the queen sat down," the subject may be expressed only once—namely, in the first clause.

N.B.—Before analysing a sentence, any words omitted must be carefully supplied.

190. A compound sentence may easily be reduced to the form of a simple or a complex sentence, by substituting for the usual connective a pronoun or an adverb (relative), or by using the participial form of the verb; thus :—

"The queen entered, and advanced to the throne."...(*Compound Sentence.*)
 "The queen entering, advanced to the throne."(*Simple Sentence.*)

EXERCISE LXIV.

Analyse the following compound sentences; thus :—

Fred came from school the first half-year
 As learned as could be,
 And wished to show to all around
 How smart a boy was he.

KIND OF CLAUSE	SUBJECT	PREDICATE
I. <i>Principal.</i>	Fred, as learned	came from school the first half-year
II. <i>Subordinate,</i> <i>Adj. to I. s.</i>	} As [he]	could be [learned],
III. <i>Principal,</i> <i>Co-ord. with I.</i>	} And [he]	wished to show to all around
IV. <i>Subordinate,</i> <i>Obj. to III.</i>	} he	was how smart a boy !

1. Winter has been stealing upon us, and now everything is stiffened with the frost. 2. There are no flowers to be seen in the garden, and every leaf is gone from the trees. 3. The snow which fell last night still lies thick upon the ground; therefore the poor little birds hop about seeking in vain for food. 4. Here comes little robin red-breast; hunger makes him bold. 5. If we put some crumbs of bread upon the window-sill, he

will come and pick them up. 6. We must be very quiet, or he will take fright and fly away. 7. Pretty robin, come again to-morrow, and we will give you some more nice crumbs. 8. Though we do not now see the leaves and flowers, still the roots of the plants are safely locked up beneath the snow. 9. Again the voice of spring will be heard, and again the flowers will burst into beauty. 10. The trees will put on their robe of green; for they are not dead, only sleeping their winter sleep. 11. Let us go and have some skating upon the ice that covers the pond; but we must be careful to avoid running into danger.

12. If my meal is sometimes scanty,
Picking makes it sweet;
I have always enough to feed me,
And "life is more than meat."

EXERCISE LXV.

(1.) Find three **compound** sentences in reading-book, and analyse each of them as in the preceding Exercise.

(2.) Find or form three **simple**, three **complex**, and three **compound** sentences, analysing one of each kind.

EXERCISE LXVI.

Make simple sentences, introducing the following words; thus:—

- (1.) Paper rags.
(2.) Birds wings.
(3.) King throne.

- | |
|---|
| <p>(1.) Paper is made from old rags.
(2.) Birds fly by means of their wings.
(3.) The king sat on his throne.</p> |
|---|

1. Butter milk. 2. Wine grapes. 3. Bullets lead.
4. Fish fins. 5. Steam water. 6. Tea China. 7. Sugar
..... cane. 8. Ice pond. 9. Shoes feet. 10. Preacher
pulpit. 11. Captain helm. 12. Fishermen nets boat.
13. Horses carts street. 14. Carriage wheels. 15. Farmer
..... field plough. 16. Sportsmen hares guns. 17. Boy
..... exercise steel pen. 18. Army victory. 19. Dr. Living-
stone Africa. 20. Queen people.

MISCELLANEOUS EXERCISES FOR PARSING AND ANALYSIS.

1. Absence of occupation is not rest.
2. It is a long lane that has no turning.
3. The citizens lived under military as well as civil regulations.
4. None calleth for justice, nor any pleadeth for truth.
5. They hatch cockatrice eggs, and weave the spider's web.
6. Their webs shall not become garments.
7. A smiling face and a ready hand
Outweigh the riches of all the land.
8. To know one's self is an invaluable attainment.
9. On their own merits modest men are dumb.
10. I awoke one morning and found myself famous !
11. Do what contenteth the few ; pleasing the many is bad.
12. The race is not to the swift, nor the battle to the strong.
13. The mind and spirit remains
Invincible, and vigour soon returns.
14. Obedience is often the best kind of liberty, freedom from care.
15. Crime and punishment grow out of one stem.
16. The plague destroyed as many lives as the fifteen years' war.
17. Who reached the burning house first !—I, sir.
18. We found him in the act of burning the letter.
19. They were burning some wood to warm themselves.
20. The burning of whole villages was an act of great cruelty.
21. Two principles in human nature reign—
Self-love to urge and reason to restrain.
22. To be patient under rebuke and to appear so, require very distinct
acts of self-control.
23. The idea of justice supposes two things : a rule of conduct, and a
sentiment which sanctifies the rule.
24. An old clock, that had stood for fifty years in a farmer's kitchen
without giving its owner any cause of complaint, early one morning before
the family was stirring, suddenly stopped.
25. Hath not a Jew hands ?
Is he not fed with the same food ?
26. I am out of humanity's reach,
I must finish my journey alone.
27. Ha ! why is the cup from the lip ta'en away ?
Why fixed every form like a statue of clay ?
28. That you have wronged me, doth appear in this :
You have condemned and noted Lucius Pella
For taking bribes here of the Sardians.
29. Such being the condition of affairs, we had no alternative but re-
treat ; and retreat we did.
30. On the night of the 15th of February, 1567, Lord Darnley was
murdered by emissaries of Bothwell, the house where he lay sick being
blown up with gunpowder.

81. The lords, instead of keeping faith with Queen Mary, imprisoned her in the Castle of Lochleven.

32. He looked, and saw wide territory spread
Before him: towns, and rural works between;
Cities of men with lofty gates and towers,
Concourse in arms, fierce faces threatening war.

33. Come, rouse thee, old minstrel, to strains of renown.

34. He that is weary the first hour is more weary the second.

35. The Scriptures principally teach what man is to believe concerning God, and what God requires of man.

36. His place of birth a solemn angel tells
To simple shepherds, keeping watch by night;
They gladly thither haste, and by a choir
Of squadroned angels hear his carol sung.

37. The Babe yet lies in smiling infancy,
That on the bitter cross
Must redeem our loss.

38. A good name is rather to be chosen than great riches.

39. Honour thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee.

40. Pleasures are like poppies spread—
You seize the flower, its bloom is shed.

41. The river Rhine, on account of the beauty of its scenery, &c., is more visited by tourists than any other river in Europe.

42. Lo! where it comes like an eternity,
As if to sweep down all things in its track,
Charming the eye with dread—a matchless cataract.

43. Tasmania, formerly called Van Dieman's Land, was discovered by Tasman, a Dutchman, in 1642, and named in honour of his patron, Anthony van Dieman, the governor of Batavia.

44. Newfoundland is one of the largest islands of the New World, and has long been noted for its cod-fishery, which gives employment to thousands of vessels.

45. To sum up all, be merry, I advise;
And, as we're merry, may we still be wise.

46. A new commandment I give unto you, That ye love one another.

47. They were highly delighted with each other, and loud in each other's praises, which, after all, was not so much to be wondered at, seeing how few occasions there had been for the exercise of anything but the commonest civilities of life.

48. Isn't it time that he were moving on, if he wishes to reach home this evening?

49. Exposing herself to cold draughts—that was the cause of her present distressing ailment.

50. Our friend Harvey is going to get married.—Going to get married! pray, who told you that?—One who ought to know; he told me himself.

51. Man but a rush against Othello's breast,
And he retires:—where should Othello go?

52. There are tigers in that jungle, I believe: what if one of them

should spring out upon us?—Bah! no fear; besides, we have our revolvers.

53. Shall I seek glory, then, as vain men seek,
Oft not deserved? I seek not mine, but His
Who sent me; and thereby witness whence I am.

54. Why should a man, of his own choice, labour the whole year round,
Sundays not excepted? It has well been said that "all work and no play
makes Jack a dull boy."

55. Thomson's "Seasons" was his favourite reading, a circumstance
perhaps easy to be accounted for, considering his early upbringing.

56. Three times as much money would not have sufficed for the purpose
you speak of.

57. Man the life-boat! man the life-boat!
Hearts of oak, your succour lend;
See the shattered vessel stagger,
Quick, oh quick, assistance send!

58. Neither the first nor the second son inherited their father's talent
in any distinguishable degree.

59. Neither the son nor the daughter shows the least desire to go beyond
their parents' wishes.

60. Cæsar said to me, "Dar'st thou, Cassius, now
Leap in with me into this angry flood,
And swim to yonder point?"

61. Yesterday, the storm having subsided a little, my brother and I
started on our journey.

62. Now that you have heard me repeat the narrative, let me hear how
much of it you recollect.

63. The young die as well as the old.

64. The vessel being quite sound, we sailed through the Sound of Mull,
where we could sound the bottom easily; while on either side we could
hear the hill streams sound musically in the distance.

65. There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune.

66. We may be too blind to see, or too weak to seize our opportunities.

67. The child is father to the man.

68. Childhood shows the man, as morning shows the day.

69. The greatest river is made up of little streams.

70. Now that you are come, our anxiety is at an end.

71. Next morning, we got home all safe.

72. Never put off till to-morrow what you can do to-day.

73. A straw will show
Which way the wind doth blow.

74. This book is cheaper than your brother's.

75. Both his brothers are gone, but both his father and sister are here;
the latter can both read and write.

76. If he fail once, he must needs try again.

77. Half a fowl and a whole fire is better than a whole fowl and no fire.

78. Delightful task! to rear the tender thought,
To teach the young idea how to shoot.

APPENDIX.

COMPOSITE FORM OF THE VERB.

1. The English language excels perhaps every other in the variety of combinations of which the verb is capable in order to express different shades of meaning.

2. A view of the verb is added here, showing the most common of these combinations. It may be termed the **Compound** or **Composite** form of the verb.

3. In this scheme the verb appears in two VOICES: the **Active** and the **Passive** voice. (See § 130.)

4. Each voice has two STATES or divisions of time: the **Imperfect** and the **Perfect**.

In the **Imperfect** are included all those forms of the verb that represent an action as still going on, or not completed; in the **Perfect**, those that represent the action as completed.

5. In each division of time there are three TENSES: (1.) the **Present**, (2.) the **Past**, and (3.) the **Future**. (See §§ 125, 126.)

6. A new MOOD also is introduced—namely, the **Potential**, so called from the verb having in combination with it one or other of the auxiliary verbs, *may*, *can*, &c., expressing ability (Lat., *potens*, “able”); as, “I *may* turn;” “We *could* turn,” &c.

7. A form having the verb “to be” combined with the participle active is termed the **Progressive** form; as, “I *am turning*.”

8. The **PASSIVE** voice is merely the participle passive joined to the verb “to be;” as, “I *am turned*.” (See §§ 129, 130.)

. Only the 1st person in each tense is here given. The pupil may be required to write out each tense in full.

COMPOSITE FORM

ACTIVE

	INDICATIVE MOOD.	POTENTIAL MOOD.	SUBJUNCTIVE MOOD.
IMPERFECT.	<i>Pres.</i> I turn, or do turn, or am turning, &c.	I may (or can) turn, or may be turning, &c.	(If) I, thou, &c., turn.
	<i>Past.</i> I turned, or did turn, or was turning, &c.	I might (could, would, or should) turn, &c.	I, thou, &c., turned.
	<i>Fut.</i> I shall turn, or am about to turn, or am going to turn.	I may be about to turn, &c.	I, thou, &c., shall turn.
PERFECT.	<i>Pres.</i> I have turned, &c.	I may (or can) have turned, &c.	(If) I, thou, &c., have turned.
	<i>Past.</i> I had turned, &c.	I might (could, would, or should) have turned, &c.	I, thou, &c., had turned.
	<i>Fut.</i> I shall have turned, &c.	I might have been about to turn, &c.	I, thou, &c., shall have turned.

PASSIVE

	INDICATIVE MOOD.	POTENTIAL MOOD.	SUBJUNCTIVE MOOD.
IMPERFECT.	<i>Pres.</i> I am turned, &c.	I may (or can) be turned, &c.	(If) I, thou, &c., be turned.
	<i>Past.</i> I was turned, &c.	I might (could, would, or should) be turned, &c.	I, thou, &c., were turned.
	<i>Fut.</i> I shall be turned, &c.	I may be about to be turned, &c.	I, thou, &c., shall be turned.
PERFECT.	<i>Pres.</i> I have been turned, &c.	I may (or can) have been turned, &c.	(If) I have been turned, &c.
	<i>Past.</i> I had been turned, &c.	I might (could, would, or should) have been turned, &c.	I had been turned, &c.
	<i>Fut.</i> I shall have been turned, &c.	I may have been about to be turned, &c.	I shall have been turned, &c.

OF THE VERB.

VOICE.

IMPERATIVE MOOD.	INFINITIVE MOOD.	PARTICIPLES, ETC.	
Turn thou, &c., or Be (thou, &c.) turning.	(To) turn, or (To) be turning.	Turning.	<i>Pres.</i> } IMPERFECT. <i>Past.</i> }
Thou shalt turn, &c.	(To) be about to turn.	About to turn, &c.	<i>Fut.</i> }
Have (thou, &c.) turned.	(To) have turned.	Having turned.	<i>Pres.</i> } PERFECT. <i>Past.</i> }
Thou shalt have turned, &c.	(To) have been about to turn.	Having been about to turn.	<i>Fut.</i> }

VOICE.

IMPERATIVE MOOD.	INFINITIVE MOOD.	PARTICIPLES, ETC.	
Be (thou) turned, &c.	(To) be turned.	Being turned. Turned.	<i>Pres.</i> } IMPERFECT. <i>Past.</i> }
Thou shalt be turned, &c.	(To) be about to be turned.	About to be turned.	<i>Fut.</i> }
	(To) have been turned.	Having been turned.	<i>Pres.</i> } PERFECT. <i>Past.</i> }
	(To) have been about to be turned.	Having been about to be turned.	<i>Fut.</i> }

PARSING (with the Composite Form of the Verb).

I have written a letter, which will be sent immediately.

I	Pron. pers. 1st., masc. (or fem.), sing., nom. to <i>have written</i> . (Rule I.)
have written	Verb trans., act., ind., pres.-perf., 1st sing., irreg. <i>write, wrote, writing, written</i> , constr. with <i>I</i> . (IX.)
a	Adj. num., descr. <i>letter</i> . (VII.)
letter,	Noun com., neut., sing., obj. by <i>have written</i> . (II.)
which	Pron. rel. simp., neut., sing., agr. with <i>letter</i> (VIII.), nom. to <i>will be sent</i> . (I.)
will be sent	Verb trans., pass., ind., fut.-imperf., 3rd sing., irreg. <i>send, sent, sending, sent</i> , constr. with <i>which</i> . (IX.)
immediately.	Adv. (time), mod. <i>will be sent</i> . (XIV.)

According to the **THIRD PLAN** (complete), given at page 79, the same sentence would be parsed thus :—

I have written a letter, which will be sent immediately.

I	Pron. pers. 1st., masc. (or fem.), sing., nom. to <i>have</i> . (Rule I.)
have	Verb trans., ind., pres., 1st sing., irreg. <i>have, had, having, had</i> , constr. with <i>I</i> . (IX.)
written	Verb trans., part. pass., irreg. <i>write, wrote, writing, written</i> , descr. <i>letter</i> . (VII.)
a	Adj. num., descr. <i>letter</i> . (VII.)
letter,	Noun com., neut., sing., obj. by <i>have</i> . (II.)
which	Pron. rel. simp., neut., sing., agr. with <i>letter</i> (VIII.), nom. to <i>will</i> . (I.)
will	Verb intrans., ind., pres., 3rd sing., irreg. (def.), <i>will, would</i> , constr. with <i>which (letter)</i> . (IX.)
be	Verb subst., inf., constr. with <i>will</i> . (XI.)
sent	Verb trans., part. pass., descr. <i>which</i> . (VII.)
immediately.	Adv. (time), mod. <i>sent</i> . (XIV.)



